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ABSTRACT

The manual describes the results of a 36 month project to determine ways to modify existing curricula to meet the needs of special needs students in the mainstream. The handbook is designed in the main for administrators and facilitators as well as for teacher-adaptors. Each of eight steps in the adaptation process is broken down according to information on personnel, task, task elaboration and directions, and additional insights from the project, including forms. The following steps are outlined (sample subtopics in parentheses): establishment of the facilitator's position in the process (selection, characteristics, responsibilities); formal needs assessment (use of a tool to rate critical curriculum areas in need of adaptation); data analysis; recruitment of volunteer adapters (qualifications of volunteers, importance of teacher interaction and support); the inservice workshop (identification of student deficits and strengths corresponding to individualized education program goals); initial and continuing adaptations (use of basic skills profiles and adapting logs); the adaptation synthesis meeting (interaction to share and evaluate outcomes); and refinement and recycling of adaptation. Appended information includes sample project forms from the Aesthetic Education Curriculum Unit for elementary mainstreamed classrooms and a diagram illustrating the relationship of strategies to a variety of student basic skills deficits. (CL)

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Field Test Version
May, 1981

Access to Learning for Handicapped Children: A Handbook on the Instructional Adaptation Process

Jerilynn Changar, Jerome Davis, Karen Bouchard,
Susanne Harvath, Michael Edenhart-Pepe, Donald Miller

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FOREWORD

Anyone who has attended a state or national convention of persons working in the field of educating handicapped children has found that the booths of those who display "new" products for use with this group of students are swamped by teachers looking for the latest information. All too often, all they find are old products with new names, and only later discover that little or no adaptation has taken place. Materials that are ordered or purchased at these conventions frequently are relegated to a storage shelf in the teacher's closet, or else they languish in the school district's storeroom, often because teachers either did not have the time or were not encouraged by their school districts to make the necessary adaptations, and/or did not have the necessary skills to do so.

A common cliche in curriculum development is that teachers who spend so many hours in this activity are not really developing curriculum--rather they are selecting from existing textbooks and teaching materials. The "real" curriculum developers are those who write and publish such materials, the saying goes. Unfortunately, it is true that most curriculum is developed or modified by armchair experts rather than by those using a strong data base for making decisions. With apologies to John Dewey, in curriculum matters, we tend to go from the unknown to the known rather than from the known to the unknown. When appropriate materials are scarce or unavailable, teachers tend to fall back on commercially produced "packages" such as workbooks, exercise sheets, and the like, which take little time, effort, or know-how to select and use, but which may be relatively inappropriate for a given child at a given time.

The systematic adaptation of curriculum can, and should, have a profound impact on the content of instruction, instructional methodology, and classroom management, to say nothing of what students actually do in the classroom and their resultant behavior and achievement. An excellent example of a data-based change is found in the teaching of reading to "brain-injured" children with visual distractability by exposing only that word or phrase to which the child is to respond. This adaptation was pioneered and reported by Alfred Strauss and Laura Lentinen many years ago and has had great impact on the learning of children having such problems. The work of Grace Fernald in using a kinesthetic approach to reading is still another example of adaptation based on data, albeit primarily in the area of instructional methodology.

With the advent of placing many of the handicapped children in regular classes, many of the adaptations taken for granted by special educators must become commonplace with regular educators as well. In fact, the emphasis on individualization of instruction found in special education is spilling over into regular education, thus compounding the need for adaptation of teaching materials and methodology for all children. These adaptations will include scope, sequence, and

methodology in all facets of education as this movement progresses. The modern emphasis on accountability and the precision teaching necessary to accommodate competency based education requires greater precision in adapting curriculum to the needs of children. The current lack of precision is an example of where educators, rather than children, are failing to produce well-conceived or executed curriculum changes. With precise changes in curriculum identified and executed, there is greater potential for positive student learning and student-teacher interaction. When these factors are present, there will also be an accompanying reduction in the student behavior problems that plague education at all levels.

The knowledge explosion has created a greater degree of complexity in the curriculum-change process. When all educators had to worry about where the three R's, changes were simple. But when decisions must be made about new fields of knowledge not even suspected a few years ago, a systematic, cost-effective process must be used: the time constraints placed on many school districts by union contracts and other limiting factors require that consideration procedures be used. After all, time spent on curriculum development or modification is a direct cost to school districts. If teachers are "turned off" by relatively unproductive efforts, this time is wasted and the resources of the districts are squandered. The process outlined in this book shows a clearly demonstrated potential for reducing waste in curriculum efforts and thus will be cost-effective for school districts who use it.

In addition, the process developed by CEMREL will be useful in the training of teachers in methods for systematically dealing with curriculum matters. It will be an excellent resource for colleges and universities who are involved in the training of teachers, not only in special education, but in general education as well. The book will also serve as an invaluable document for use in inservice education. Most inservice education is deficient in that it does not adequately take into account the requirement that there be a data-based needs asesessment conducted prior to embarking on a training program. The procedures outlined will provide that data base and, in addition, will provide a means of giving the teachers "emotional ownership" of the data and the need for improvement.

Success in curriculum development and modification depends upon the total commitment of administrators and teachers to making quality changes. This book provides a proven methodology for effecting such changes and, as such, can make a valuable contribution to any group of educators engaged in this activity and the children who they serve.

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Sue Schmidt	Sue Shutte

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There may be others, too, who have contributed and whose time and efforts have escaped our notice here. If this is so, we apologize, and to all those who did contribute--again, our sincere thanks.

Jerilynn Changar, Principal
Investigator and Project Director
Jerome Davis, Project Director

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Introduction

Based upon the national need to improve schools' ability to meet student needs CEMREL, Inc., directed a major effort toward the investigation of how best to adapt instructional materials and techniques for special-needs students. This handbook is a product of that effort.

The culmination of a 36-month project, Access to Learning for Handicapped Students is a practical tool for anyone who wants to meet the needs of students with special needs, although it is particularly useful for the regular classroom teacher working daily with mainstreamed children. The process described in these pages can be undertaken step-by-step to investigate and/or to modify existing curricula to better meet student needs.

Definition of the Problem

In Experience and Education, John Dewey inquired:

> How many students for example, were rendered callous to ideas, and how many lost the impetus to learn because of the way in which learning was experienced by them? How many acquired special skills by means of automatic drill so that their power of judgment and capacity to act intelligently in new situations was limited? How many came to associate the learning process with ennui and boredom? How many found what they did learn so foreign to the situations of life outside the school as to give them no control over the latter? How many came to associate books with dull drudgery?[1]

This inquiry seems so timely; it might have been asked by any teacher anywhere, dealing with any regular or mainstreamed child and the nuances of PL 94-142. Actually, this question is a piece of educational history, a question posed by John Dewey some 40 years ago.

As educators, we would like to believe we have progressed far beyond the educational system as Dewey saw it, and yet the issue persists--how to best meet the individual needs of students--how to provide quality education--how to utilize materials to stimulate and motivate students--at least how to prevent boredom. The child with special needs presents a special problem. A special-needs child can be in a special classroom or a regular classroom. He or she can be labeled formally as behaviorally disordered, learning disabled, mentally retarded or called "slow," "unmotivated," an "underachiever." The crux of the matter is, however, that these children with special needs must be reached.

Dewey called for individualization, experiential education, and adaptation. These techniques are not new--all good teachers practice various forms of instructional adaptation. The problem with adaptation, however, is that it usually is done unsystematically and sometimes in an unrecorded and invisible fashion. Signs of adaptation are alterations of types of specific materials used, amount of materials presented, sequence of presentation, mode of presentation and response, and use of supplementary materials.

Unfortunately, however, teachers often remark that they are not aware of how they adapt; that they just do it; that they seldom proceed in any specific manner.[2] As it is now practiced, adaptation leaves much to be desired. Teachers working with the handicapped especially are looking for guides on how to adapt regular education materials to the needs of

the handicapped. Some special educators note that there is a dire need for special-education products; others contend that more than enough materials have been purchased but are not in use because the teachers have had no training in how to use them.[3]

The separatist's theory of educating special children that once existed in special education is passe--if not theoretically, certainly legally as mandated by PL 94-142. The emphasis is now on integration, and the techniques of adaptation can provide opportunities for any child with special needs. The labeled child is apparent in his or her need for adaptations, but adaptation is really for every child--for every learning style, every skill level, every IQ, and every individual. Systematic adaptations can be such a powerful tool for teachers that 40 years from now Dewey's question will seem less pointed.

The need to be able to meet individual student's needs more effectively has been cited as extremely important by many practitioners, especially by both regular and special education classroom teachers.[4] Perhaps the basic reasons for this are two: (1) increasingly, teachers must expect to manage complex systems of instruction that will include more precise and frequent assessment, greater varieties of materials and methods, teamwork with aides and specialists, consultants, and other elements of an instructional program; and (2) today, teachers have an enormous array of instructional materials from which to choose.

The Project

The project from which this handbook was derived is a product of a 36-month grant awarded in 1978 to CEMREL by the Office of Education, Bureau of Education of the Handicapped (BEH).

The purpose of the project was to conduct research and developmental activities to determine a process by which instructional materials might be successfully adapted for use with handicapped children. The project goals were:

1. to develop, test, and refine a methodology for the adaptation of instructional materials and teacher-training programs for use with handicapped children;

2. to provide a means of evaluating the adaptation methodology to ensure high quality, on-line instructional materials that are able to meet the needs of handicapped children and still remain true to their original pedagogical goals;

3. to provide instructional materials in the arts for elementary-aged handicapped children, based on completed instructional units from CEMREL's aesthetic education curriculum;

4. to gain insights about the future organization and modification of teacher training involving the adaptability of materials; and

5. to gain insights about cost effectiveness in the adaptation of instructional materials.

Throughout the 36-month study, teachers were asked to rate materials based on their usefulness for their students. If they felt the materials were inappropriate in their existing state, they were asked to make recommendations on how to adapt the materials. The recommended adaptations took on three major characteristics:

1. adaptations involving classroom management and instructional technique;

2. adaptations involving changes in expected student activity and behavior; and

3. adaptations involving changes in the materials.

Project findings such as those mentioned above were utilized in the development of this handbook. For additional project details and outcomes, contact Jerilynn Changar, CEMREL, Inc.

To Adapt or Not To Adapt

Before proceeding any further, it is fitting to ask, "Is adaptation really for me?" On a very philosophical level, adaptation is for educators who believe that education proceeds from the learner. It is for the educator whose primary focus is the learner and his or her

world. But, on a very realistic level, adaptation is for any educator who has noted these tell-tale signs:

1. Teachers complain about the mainstreamed child and the current curriculum in use.
2. Students separated, isolated, or removed totally from a group studying mathematics or reading.
3. There has been an increase in discipline problems.
4. Parents have expressed increased dissatisfaction with students' progress.
5. Teachers have begun asking for more curriculum resources.
6. Teachers are making many of their own materials.
7. Textbooks and/or workbooks are stacked in the corner and seldom used.
8. Teachers are overheard saying, "My children can't do that. It is above their ability level."
9. Some children are excluded from activities more often than they are included in them.
10. Some children are using the same few materials repeatedly.
11. Teachers complain about not being able to reach several of their students.

If several of these signals pertain to your situation, you may want to proceed with the adaptation process to identify specific curriculum

problems. If adaptation appears a viable option, it is necessary to consider these points:

1. Adaptation really concerns itself with a very cyclic process of learning, and one in which interchanges occur reciprocally among teachers, students, and the "stuff of learning."

2. Educators must be willing to adapt their own teaching methods and strategies.

3. Unlike traditional teaching, which tends to flow from teacher to student, adaptation provides many alternative routes and may identify some dead ends to be avoided.

4. As a process, adaptation touches all elements of the learning situation--teachers, pupils, materials. Adaptation investigates styles, process, goals, and materials. It can mean adopt, replot, drop, or stop. In some situations, it may require minor changes--in others, perhaps more significant changes.

5. Adaptation is actually a self-evaluative process, and it should involve all of those concerned with learning. This handbook, therefore, is for all teachers, principals, supervisors, parents, board members, and students who are interested in bringing about changes or adaptations to improve learning.

It is expected that the main users of this handbook will be administrators and facilitators of the project in the schools, as well as teacher-adapters. The handbook includes information on the process and how to organize it. Forms B through G, the Basic Skills Definitions and the Strategies for Adapting Guides, are intended for teacher use throughout the process. Throughout, the term "teachers" is used very generally. It is not intended to pertain to special-education elementary-classroom teachers only. Teacher-adapters can come from any part of the educational system, such as the elementary classroom, special education, resource room, special education self-contained classrooms, junior-high and high specific content areas, and vocational education. The auxiliary staff who do not work daily with groups of students should be used as consultants to the teacher-adapters as needed. Project research indicates that those best suited as adapters are teachers who worked with special children and with other teachers as well (such as itinerant or resource-room teachers).[5] Special teachers and classroom teachers were noted as providing the best input as content-area specialists.[6]

The question of who does what in the project of adaptation can be answered by asking, "Who does what in the project of learning?" Principals and administrators can provide input at levels of their expertise (consideration of such problems as budget and management). Teachers can offer input in selection of instructional materials in determining the learning styles of a given student and in planning

instructional goals and objectives. Student input can be utilized in classroom trials as the learner interacts with the teachers through instruction and use of materials.

If the indicators are that there is a problem with your curriculum, it is appropriate to proceed with the adaptation process. Keep in mind that appropriate curriculum materials presented by teachers who are sensitive to individual student needs are a major aspect of creating an optimum educational climate.

Although there are many curriculum resources available at this time, few are ever used without being adapted to some extent. We found that of elementary-classroom teachers and special-education teachers surveyed, over 90% reported that they rarely use materials without some type of modification.[7] Based on our research, we believe the adaptation process should focus upon needs of the learner, the teaching style of the teacher, and maintenance of the original curriculum content. These three aspects are essential to the adaptation process in order to achieve the ultimate goal of adaptation, which is to provide increased opportunities for the child to learn.

The Individualized Education Plan (IEP) identifies the program goals along with specific objectives for each child. The focus of the adaptation is the learner insofar as the most individualized program possible is developed to meet his or her needs. A simple adaptation can

make a world of difference in a child's ability to participate in an activity, understand the material, and feel a sense of accomplishment and self-worth. A child who cannot write may have many feelings and ideas to communicate. The use of a tape recorder, an aide or volunteer to whom the child can dictate ideas gives the child the opportunity to express himself or herself and participate in the learning process, even though his or her response may differ from that required by the curriculum.

There are many materials available to students that are rich in content, but are too stimulating or distracting for children with some learning disabilities or behavior disorders. Simple adaptations such as blocking out part of the material or introducing it in smaller increments can make existing materials accessible to children. Such ideas may sound simple to execute, but many teachers are not able to carry them out, or they are unaware of the possibilities that are available.

Educational learning environments should provide a setting for the child and teacher that goes beyond survival. It is not enough for the child to survive from day to day or for the teacher to be able to complete the task of teaching the basics at minimal competency levels. Adapting curriculum materials should raise the educational experiences of the classroom from the survival level to the experiential level.

The adaptation process provides a systematic approach that focuses upon utilizing the best skills of all adapters in a process whereby all members of the adaptation team share their knowledge and skills about adaptation in a continual process of identification, adaptation, sharing, implementing, and evaluating.

Reference Notes

1. John Dewey, Experience and education. London, England: Collier Macmillan, 1938, pp. 26-27

2. Project Staff. Technical memorandum #22: Exit interview, phase II. St. Louis: CEMREL, Inc., Access To The Handicapped Project, 1980.

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6. Ibid.

7. J. Changar, J. Davis, & M. Edenhart-Pepe. Technical memorandum #26 and #27: Access to learning for handicapped children. St. Louis: CEMREL, Inc., Access To The Handicapped Project, 1980.

How To Use This Handbook

The adaptation process is carried out in a series of steps or phases. Each step described in the section that follows is broken down into information pertinent to:

Personnel: Personnel needed to undertake the step.

Task: The various jobs that must be completed within each step. Check them off as you complete them.

Elaboration of Task: Directions on the completion of each task. Where and how to use forms and suggestions for task completion formats are given.

Project Data: Additional insights from the Adaptability Project and its outcomes. Use is optional for completing the adaptation process; it is additional project information.

Forms: In every case, appropriate forms can be found on pages following narrative for the step. In other words, forms for Step 1 will be found on pages immediately following Step 1 narrative. The development of the process forms were all a result of the research data.

The phases should proceed in sequence as presented. However, modifications certainly must be made to meet individual needs.

The reader should keep an open mind in reading this handbook. The whole purpose is to adapt curriculum materials and strategies to improve instruction for students with special needs. It is equally important that the district adapt the process to meet the needs of their educational program and individual schools and teachers. Stay flexible, yet give careful attention to the steps in the process and the suggestions for insured success.

The Steps in the Adaptation Process

The adaptation process proceeds in the following steps. Use the list as a guide. Check each step as it is completed.

Steps

1. Establishing the Position of the Facilitator in the Process

   This step involves selecting the facilitator, whose coordination of the adaptation process is essential to project success. Information is given on the characteristics of the person in this role. The responsibilities of the facilitator are described on Form A - The Facilitator's Function.

2. The Formal Needs Assessment and Meeting 1

   The first responsibility of the facilitator is to assess the problem areas of the curriculum with respect to improving opportunities for student learning. At a first meeting of

curriculum users, the Curriculum Rating: Adaptation Needs Assessment (Form B) is distributed and explained. It is a tool for rating the critical areas of the curriculum in need of adaptation.

3. The Analysis of Data

Step 3 provides information on the tabulation, analysis, and interpretation of the data by using "Tabulating The Data." This activity may be fairly simple if the process involves one school, or more complex if it involves several schools or a whole district. The analysis of data will provide a focus for work for the facilitator and the adaptation team.

4. The Curriculum Users' Meeting 2

The Recruitment of Volunteer Adapters

A meeting is called to report the outcomes of the needs assessment to curriculum users, to describe the adaptability process, and to recruit volunteer teachers for the process. Forms C, D, and E are included. Form C describes the qualifications of the volunteers, D describes the process, E is a recruitment form. This step elaborates on the role of the teacher as adapter and the importance of teacher interaction and support.

5. The Inservice Workshop

The volunteers have been selected and notified and the facilitator conducts the initial inservice workshop. The

workshop introduces the teachers to the expected day-to-day adaptation activities and to the use of the various checklists and guides. Adapters start by identifying student deficits and strengths corresponding to IEP goals, correlate this information to the areas of the curriculum that have not been useful in meeting these goals, and begin to identify potential adaptation to be tried in the classroom.

6. The Initial and Continuing Adaptations

   The adapters begin to adapt the curriculum through the teaching and learning process. Teachers record the adaptations used for each lesson in the specified curriculum. Sample Basic Skills Profiles and correlated Strategies for Adapting Logs are included.

7. The Adaptation Synthesis Meeting

   The facilitator brings the teacher-adapters together to share, assess, evaluate, and to synthesize the outcomes of the adaptations. The synthesis meetings are essential to the process. Step 7 includes the rationale and procedures for these meetings.

8. The Refinement and Recycling of Adaptation

   The adaptation team recycles the adaptations until the adaptations are considered successful and ready for implementation by other teachers who are using the same curriculum with their students.

Step 1: Establishing the Position of the Facilitator in the Process

Personnel: The District Administrator selects the facilitator. It will be the facilitator's job to coordinate the entire adaptation process.

Task: Select a facilitator and discuss with him or her the responsibilities of coordinating the adaptation process.

- Review administrative and support personnel.
- Determine who has talent and time to perform task.
- Notify candidate of this position and ask interested personnel to identify themselves.
- Select facilitator.
- Meet with facilitator and discuss parameters of the job.

Elaboration of Task: The facilitator should be selected from among willing, qualified personnel who possess a strong desire to become involved in the process. The facilitator:

1. works in the district (e.g., master teacher, supervisor, principal, teacher, curriculum coordinator);
2. is familiar with the curriculum to be adapted;
3. is flexible, open, and organized;
4. works well with colleagues;
5. is objective;
6. is familiar with special education;
7. is experienced with curriculum development;

8. is supportive of the adaptability process; and
9. is someone whose schedule can accomodate this task, or who can be provided with some release time.

NOTE: It is imperative that the facilitator be strongly supported in his or her role by administration and district curriculum experts in order to successfully complete the adaptation process. Be sure to leave enough time in the facilitator's schedule to allow him or her to complete the work. This may necessitate relieving the facilitator of other school responsibilities.

Distribute Form A and an explanation of the adaptation process to potential candidates and interview and select accordingly. If only one candidate is viable, and that person's schedule is difficult, consider using a team of facilitators made up of several people who share job responsibilities. Example: one person runs meetings, etc., another analyzes data and reviews adaptations.

From Project Data: In the original project, CEMREL project employees acted as facilitators. Data gathered from interviewed administrators generated many of the suggestions about facilitators contained in this report.

FORM A

Facilitator's Function

1. Distribute curriculum rating form to curriculum users; collect form
2. Analyze data
3. Call meeting of all curriculum users
   a. report outcome of survey
   b. describe adaptation process
   c. describe specific role of adapters
   d. recruit volunteers
4. Organize meeting of volunteers for inservice training on process and use of forms
5. Organize second meeting for feedback on initial adaptation trial
6 Act as classroom observer, consolidate teacher adaptations and send consolidated information back to teachers for review
7. Conduct meetings once a month for as long as necessary to complete the process
8. With the assistance of the adaptation team, prepare the final draft of adapted curriculum
9. In year two, work with teachers who are users of adapted curriculum for final review and any further modifications

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Step 2: The Formal Needs Assessment and Meeting 1

Personnel: The facilitator conducts the formal needs assessment process.

Task:
1. Call meeting of curriculum users.*
2. Distribute Curriculum Rating: Adaptation Needs Assessment (Form B) to survey needs of curriculum users.
3. Collect assessment one week from Meeting 1. A completed sample Form B can be found on pages following the narrative for Step 2 (page 24).

Elaboration of Task:

1. When calling meeting, include all personnel in a specific content area for whom curriculum is pertinent. For example, if mathematics curriculum is of concern, include all mathematics teachers, aides, curriculum supervisors, etc. If more than one curriculum is of concern, run two processes. Keep in mind the record-keeping tasks that are required. Distribute the workload carefully.
2. Distribute Curriculum Rating: Adaptation Needs Assesment (Form B) to all appropriate users. Emphasize:
   - that the information will be used to determine how the curriculum may be adapted to improve opportunities for student learning;

*In lieu of a meeting, distribute Form B to teachers via building principals, with a brief introductory note. It is essential that the teachers understand the importance of the needs assessment, however, as a first step in improving instruction for students with special needs.

- that the data will be analyzed and a report and plan for action will be presented at a staff meeting;
- that curriculum users should fill out the rating form in as much detail as possible, and that the inclusion of their name is optional.

Questions 1 through 13 on the Curriculum Rating: Adaptation Needs Assessment (Form B) require ratings. That is, teachers must make judgments about how much change is required. They assign a number to their judgment--from 1 to 3 (1 meaning a great deal of change; 2, moderate change; and 3, little change) and record the number on the rating form. This is the quantitative component of the Adaptation Needs Assessment because responses are made numerically; numbers (1, 2, or 3) are assigned to judgments teachers make about the curriculum. A multiple choice format is used for Questions 14 through 18. Questions 19, 20, and 21 are open-ended; that is, responses are not limited. Teachers are free to say whatever they wish. This is the qualitative component of the Adaptability Needs Assessment.

From Project Data: Analyses of responses from practitioners in various roles suggested that administrators such as curriculum supervisors would provide more effective input at the management and coordination level, rather than at this meeting. Classroom teachers and itinerant teachers appear to be more frequent adapters. These conclusions are based on adaptation recommendations and comments reported in Technical

Memoranda #04 and #10. Many of these points were adopted from the suggestions of work session participants and external reviewers as noted in Technical Memoranda #04, #09, and #24.

FORM B

CURRICULUM RATING

ADAPTATION NEEDS ASSESSMENT

The information from this form will be used to help the adapters focus on the most critical areas of the curriculum in need of adaptation.

Use this key for questions 1 - 5 to indicate how useful the elements of your _____ _____ curriculum are in meeting the special needs of your students.

1
Curriculum is of little or no use as it is

2
Curriculum is moderately useful and needs some adaptation

3
Curriculum is very useful as it is and needs little or no change

Program Goals and Objectives

1. _____ Overall program goals
2. _____ Specific activity objectives

Instructional Resources

3. _____ Textbooks
4. _____ Worksheets
5. _____ Media (films, filmstrips, charts, records, etc.)
6. _____ Manipulatives (games, activity cards, etc.)
7. _____ Other

Information related to Instructional resources

8. _____ Amount of material presented
9. _____ Difficulty level of the material
10. _____ Sequence of teacher presentation
11. _____ Suggested mode of student response

Grouping Patterns (e.g., individual, small group,large group,ability grouping,other).

12. _____

Kinds of Testing (e.g., standardized,subjective,teacher judgment,pre-post quizzes, other).

13. _____

- over -

Use this key to indicate in which major skill area the instructional resources are *most inappropriate* in relation to students' ability levels.

(C)	*Cognitive skills:*	*e.g., comprehension skills, problem-solving skills, thinking skills*
(Pe)	*Perceptual skills:*	*e.g., visual, auditory receptive, expressive skills (memory, sequencing, discrimination)*
(L)	*Language Arts skills:*	*e.g., reading skills, oral and written skills*
(Ph)	*Physical skills:*	*e.g., gross motor skills, fine-motor skills, sensory acuity skills*
(S)	*Social skills:*	*e.g., interpersonal relationship skills, group-behavior skills*

14. _____ Textbooks

15. _____ Worksheets

16. _____ Media (films, filmstrips, charts, records, etc.)

17. _____ Manipulatives (games, activity cards, etc.)

18. _____ Other

19. Does the need for adaptation occur consistently throughout the curriculum or does it begin to occur at different times? Explain:

_____

_____

_____

_____

_____

_____

20. Please state the *one* area in the curriculum in *most* need of adaptation.

_____

_____

21. Please make a brief summary statement about needed adaptations.

Expiermental Version

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FORM B *

CURRICULUM RATING FORM

Age 9-13

ADAPTATION NEEDS ASSESSMENT

The information from this form will be used to help the adapters focus on the most critical areas of the curriculum in need of adaptation.

Use this key for questions 1 - 5 to indicate how useful the elements of your _____ Word Pictures _____ curriculum are in meeting the special needs of your students.

1
Curriculum is of little or no use as it is

2
Curriculum is moderately useful and needs some adaptation

3
Curriculum is very useful as it is and needs little or no change

1. Program Goals and Objectives

   2 Overall program goals

   2 Specific activity objectives

2. Instructional Resources

   3 Textbooks

   2 Worksheets

   2 Media (films, filmstrips, charts, records, etc.)

   2 Manipulatives (games, activity cards, etc.)

   _____ Other

3. Information related to Instructional resources

   1 Amount of material presented

   2 Difficulty level of the material

   3 Sequence of teacher presentation

   2 Suggested mode of student response

4. Grouping Patterns (e.g., individual, small group, large group, ability grouping, other).

   1

5. Kinds of Testing (e.g., standardized, subjective, teacher judgment, pre-post quizzes, other).

   1

- over 3 -

6. Use this key to indicate in which major skill area the instructional resources ar *most inappropriate* in relation to students' ability levels.

(C) Cognitive skills: e.g., comprehension skills, problem-solving skills, thinking skills
(Pe) Perceptual skills: e.g., visual, auditory receptive, expressive skills (memory, sequencing, discrimination)
(L) Language Arts skills: e.g., reading skills, oral and written skills
(Ph) Physical skills: e.g., gross motor skills, fine-motor skills, sensory acuity skills
(S) Social skills: e.g., interpersonal relationship skills, group-behavior skills

L,Ph,Ps Textbooks

L,Ph,C Worksheets

L, Ph, Ps Media (films, filmstrips, charts, records, etc.)

L,Ph,Ps Manipulatives (games, activity cards, etc.)

_____ Other

7. Does the need for adaptation occur consistently throughout the curriculum or does it begin to occur at different times? Explain:

For my students the need was consistent. They cannot read beyond 1st grade and needed total group. I filled out one worksheet for the whole class.

8. Please state the *one* area in the curriculum in *most* need of adaptation.

Perhaps the words could be simplified. Activities must be simpler, too.

9. Please make a brief summary statement about needed adaptations.

Most of the kit needed to be adapted to fit the activities and objectives. I didn't change the words in the textbook.

*Completed after limited classroom trials.

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Step 3: The Analysis of the Data

Personnel: Usually, the facilitator will analyze the data, although a resource person may do so, if necessary. In any event, this task should be undertaken by one person. If someone other than the facilitator should analyze data, the coordination of the analysis remains the responsibility of the facilitator.

Task:
1. Read "Tabulating the Data" (see pages immediately following this step) which explain how this task is carried out.
2. Tabulate and analyze data.
3. Obtain answers to some other specific questions, such as:

   Who is having problems with the curriculum? How many of the teachers are having problems? Is it a small minority or is it the majority? Where are the problems? Is it the text, the workbooks, the manipulatives, or the way the sequence is set up?

Elaboration of Task: After collecting all rating forms, analysis may proceed in several ways: A rigorous analysis of the information on the rating form can be made, as explained in "Tabulating the Data," so as to pinpoint the exact nature and content of the problem. On the other hand, a "quick and easy" screening may be all that is required. In that case, a simple tally of the number of ratings suggesting major adaptations can reveal the severity of the problem or urgency of the changes necessary.

Proceed with data analysis in the ways described in "Tabulating the Data."

1. Tabulate the data (count peoples' responses)
   a. make a data matrix
   b. make composite scores for individuals
   c. tally item scores showing patterns of responses for individual questions
2. Chart the data
   a. make simple graphs to compare individual's total scores or total item scores
3. Interpret the data
   a. ask how many teachers are having problems
   b. determine magnitude of the problem
   c. determine specific problem areas
      severity of problems for teachers
      student skill-specific problems
4. Match data results with appropriate team configurations
   a. Decide on a team configuration based on who said what. Combining the numbered codes used on the rating form in a variety of ways can provide the facilitator and adapters with information involving curriculum goals and objectives, instructional resources, management, evaluation, etc.

(Keep out The Curriculum Rating form (Form B) for reference.)

From Project Data: The procedures suggested for data analysis were derived directly from the procedures utilized to analyze the project data.

TABULATING THE DATA

Tabulating the quanitative data can be accomplished in a number of ways. Two ways that were employed by this project are:

1. Looking at composite scores for individuals, and
2. Making individual item scores showing how everyone answered certain questions.

To avoid confusion in tabulating scores, and to keep all of the numbers you've counted in one neat place, a matrix should be made. The matrix is nothing more than a storage bin for all of the information...an organizer with lots of individual cells. The matrix not only makes it easier to record scores, but it also provides the first step in making graphs of the data. Here is a sample matrix. It shows that four teachers have answered a question about the number of years of service they have in each of two areas.

Sample Matrix

Teacher	Years of Service Regular Education	Years of Service Special Education	Total Years
1	5	10	15
2	0	20	20
3	20	0	20
4	3	2	5
Total	28	32	60

Figure #1 is an example of a matrix with hypothetical scores from five teachers. This example will be used throughout the discussion to clarify what is being said. Your matrix should be very similar to the one shown as Figure 1.

Across the top of the matrix are listed the questions by number. There are 13 questions. Down the left side are listed the teachers by number. (Names of individuals could, of course, be used.) There are five teachers. In the right hand margin you will tabulate each teacher's composite score. In the margin along the bottom, item totals will be summed.

Composite Scores for Individuals

To tabulate a composite score, simply add the ratings (1, 2, or 3 - the numbers you put in each box) from questions 1 through 13.

There are 13 opportunities to rate the curriculum. Therefore, composite scores will range from 13 to 39. Why 13 to 39? Well, if there are 13 questions and Teacher 1 answers with "1" every time, the score = 13. Using a 3 for each answer would yield a score of 39 (3 X 13 = 49). What does a score of 13 mean? A score of 13 means that a "1" was used to rate the curriculum at every opportunity. (See Figure 1, Teacher 1.) As you can see from the key on the rating form, a "1" = curriculum of little or no use. In other words, a 1 means a lot of adaptation is required. Therefore, a composite score of 13 indicates that just about every aspect

FIGURE 1

Sample Matrix*

TEACHER	GRADE	QUESTIONS 1	2	3	4	5	6	7	8	9	10	11	12	13	COMPOSITE SCORE
#1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13
#2	4	2	2	1	1	3	3	3	1	1	3	3	2	1	26
#3	3	2	2	1	1	2	3	3	1	1	3	3	2	1	25
#4	4	2	2	1	2	2	3	3	1	1	2	3	2	1	25
#5	5	3	3	3	3	3	3	3	3	3	3	3	3	3	39
ITEM TOTALS		10	10	7	8	11	13	13	7	7	12	13	10	7	
AVERAGES		2	2	1.4	1.6	2.2	2.6	2.6	1.4	1.4	2.4	2.6	2	1.4	

*In each cell (boxes under questions 1-13) there is a number code:
#1 = curriculum of no use; major change required.
#2 = curriculum of moderate use; moderate change required.
#3 = curriculum very useful; no change required.

of the curriculum required adaptation. It is unusual to find many scores of 13. A curriculum as inappropriate as one rated at 13 would probably not be considered for adaptation. Secondly, almost any curriculum available will have some components that can be used without too much modification. And with instruments such as the rating form people typically will not rate every question the same...out of boredom, another rating would be used.

A score of 13 represents the upper limit on curriculum changes judged necessary by the respondent. At the other extreme is a composite score of 39 (meaning no changes are necessary). This would result from ratings of "3" at every opportunity. (See Figure 1, Teacher 5.) Again, this extreme is unlikely to occur for two reasons: classrooms are filled with students of diverse needs; furthermore, teachers' instructional styles differ. For these reasons, some parts of almost every curriculum that reaches a broad population of students will require adaptations.

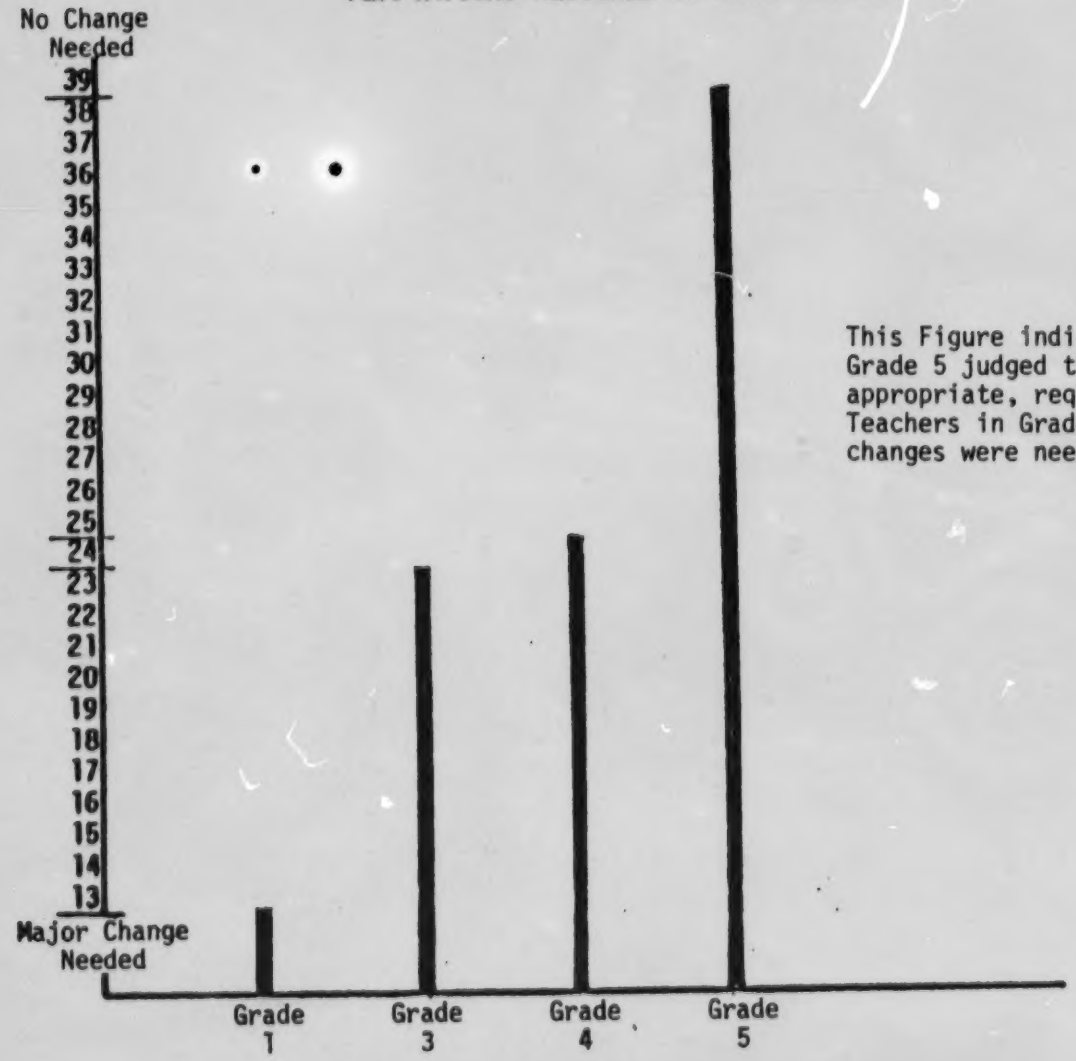
Item Scores (looking closer at the name of the changes)

Item scores can be tabulated by simply adding the ratings for each single item across teachers. For example, if you wanted the item score for question 9 (difficulty of material) you would add the scores on that question from each teacher. That is, the column of scores under question 9 would be added: 1 + 1 + 1 + 1 + 3 = 7. The total of 7 shows the relative amount of adaptation needed with respect to the other item totals. Of course, to find the average item rating, the total item

FIGURE 2

BAR GRAPH COMPARISON

ADAPTATIONS REQUIRED BY GRADE LEVEL



This Figure indicates that teachers in Grade 5 judged the materials as most appropriate, requiring no changes. Teachers in Grade 1 indicated that major changes were needed.

score is divided by the number of teachers rating the item. In the example, the average item rating is 7 ÷ 5 = 1.4. Where 7 = item total, 5 = number of teachers, and 1.4 = the average: 1.4 indicates that the difficulty level of the material was judged as requiring moderate to extensive change. Please keep in mind specific item scores or composite scores may be misleading unless they are viewed in relation to the complete set of data.

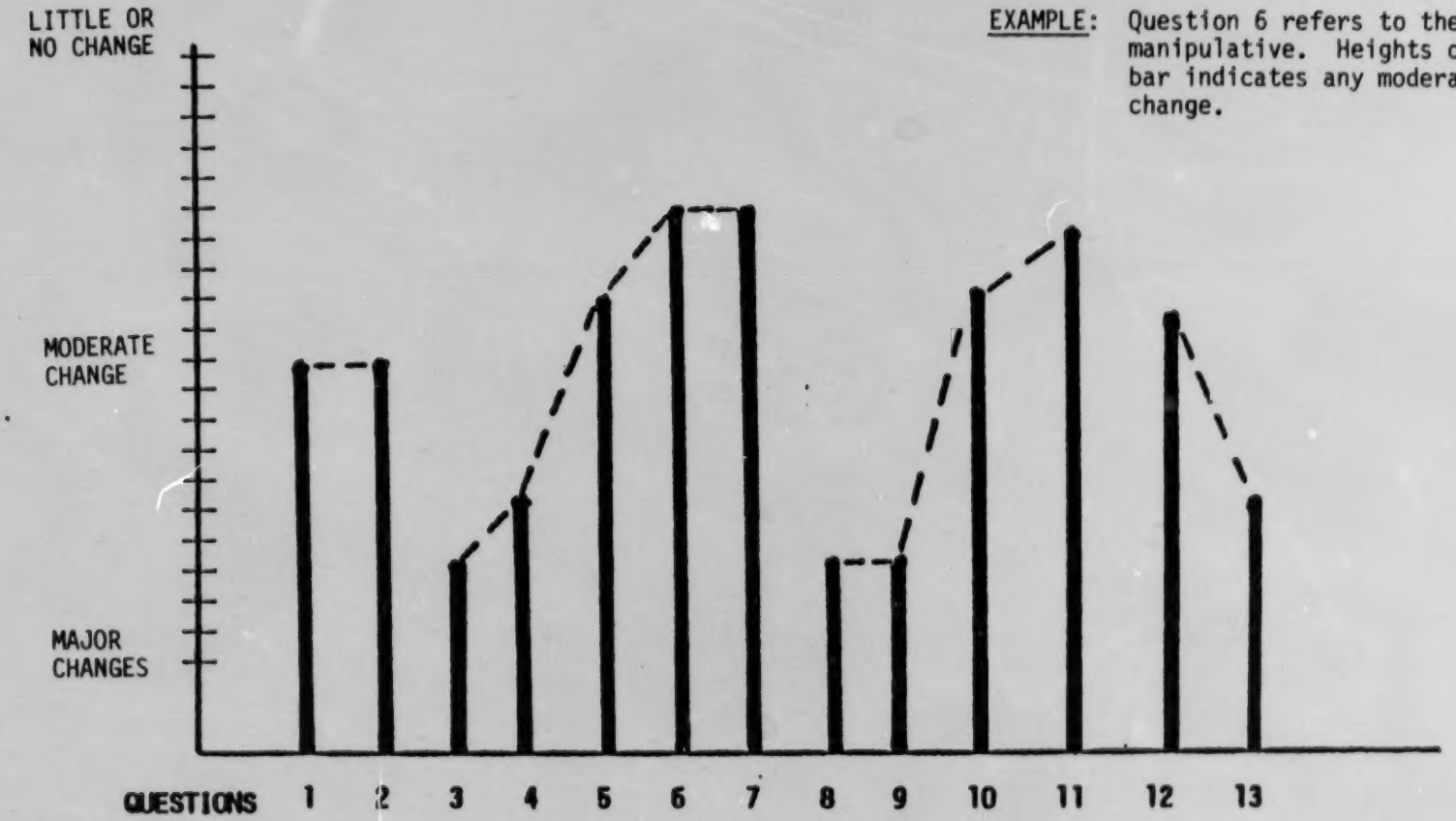
More specific information regarding the nature of the problems would come from analysis of the item scores.

If you are interested in comparing item scores to isolate the areas in need of most adaptation, a chart similar to the one found in Figure 2 can be plotted. Simply draw a vertical and horizontal axis. Label the axes. The vertical axis should contain the boundaries, or upper and lower limits of the rating scale, i.e., 1 and 3 (just like Figure 2). The size of the interval can exaggerate or understate the size of the differences between item scores. (Greater intervals will show up as greater differences.) The interval chosen should show differences without exaggeration. The horizontal axis (the bottom line) will contain the list of questions. Using the averages of the item totals you have calculated for the data matrix, plot each item average on your graph. Make bars reaching up to each point on the graph.

In the hypothetical example plotted in Figure 3, questions 3, 8, 9, and 13 indicate areas in greatest need of adaptation. Checking the

FIGURE 3

COMPARISON OF ITEM SCORES



EXAMPLE: Question 6 refers to the manipulative. Heights of bar indicates any moderate change.

Adaptation Needs Assessment Form shows that the textbooks (3) and particularly the amount of material (8) and the difficulty level (9) are likely problem areas. The evaluation techniques (13) should also be investigated.

Qualitative Responses

In addition to the charts from the quantitative analysis, questions 14-21 of the Adaptation Needs Assessment provide specific information in the form of teacher comments.

Questions 14-18 provide specific information pertaining to (a) the specific instructional materials giving students and teachers problems, and (b) the skill areas most effected by the resource.

Question 19 lets you know when, during the course of the curriculum, the problems occur.

Questions 20 and 21 confirm and elaborate the quantitative responses. The open-ended questions are very helpful in identifying problem areas or concerns not addressed on the rating form.

Use of both quantitative and qualitative questions provides a rich, integrated look at the problems encountered or expected with the curriculum in question. Of course, use of the rating form is only part of a larger assessment. It should never preclude face-to-face communication and interaction among the teachers.

DATE _____

Sample Responses to Curriculum Rating:
Adaptation Needs Assessment

Number of People Responding in Each Category

People Questions Responding	Curriculum of Little Use	Moderately Useful, Some Adaptation	Very Useful, No Adaptation	Total
1	1	4	45	50
2	10	35	5	50
3	10	35	5	50
4	40	10	0	50
5	NA	NA	NA	
6	2	30	18	50
7	NA	NA	NA	
8	0	49	1	50
9	0	49	1	50
10	0	30	20	50
11	0	30	20	50
12	5	44	1	50
13	3	30	4	50
Sums:	81	349	120	

EXPLANATION: Looking at the sums of the three columns shows that in general, the raters thought the curriculum required some adaptation, but was moderately useful. Looking across the rows at answers to Question 4, which relates to worksheets, shows that raters thought the worksheets needed to be changed. This summary form should be looked at in conjunction with the actual Curriculum Rating Form.

Sample of Responses to Curriculum Rating Form:
Adaptation Needs Assessment

Number of People Responding in Each Category

Question	C	PE	L	Ph	S	Total People Responding
14	5	30	15	0	0	50
15	0	15	15	20	0	50
16	-	-	-	-	-	-
17	0	0	10	30	10	50
18	-	-	-	-	-	-

19. Summary of Teacher responses: most teachers said that adaptation occurred consistently through the curriculum.
20. Summary of Teacher responses: the majority of teachers said "Basic Skills" was the area in most need of adaptation.
21. Summary of Teacher responses: most teachers' summary comment about adaptations was that they occurred constantly, they were part of the daily battle. They also urged more preparation in strategies for adapting.

EXPLANATION: Responses from Question 14 indicate that perceptual skills (PE) is the skill area in which the students have most difficulty with the textbooks. Responses to Question 17, which refers to manipulatives, indicates that students are having most difficulty in the physical skill area.

Step 4: The Curriculum Users' Meeting #2

Personnel: Facilitator calls and conducts meeting.

Task: 1. Call a second meeting of the curriculum users.

2. Recruit volunteer adapters at the meeting (see Step 4a).

Elaboration of Task: The meeting should be required and may last an hour. The meeting announcements should address the following points:

a. that all curriculum users are to attend;

b. that the meeting will report outcomes of the survey, describe the adaptation process, describe the role of the adapter, indicate that adapters will be volunteers, etc.);

c. that the process is intended to increase the potential of the curriculum to help the teacher in providing appropriate learning experiences for students;

d. that volunteers for adapting will be recruited at the meeting.

At the meeting, using Steps 6 & 7 for help, the facilitator will describe the total adaptation process to all participants.

From Project Data: Repeated experience during the course of the project suggests that each of the four points noted above (a through d) are essential for clarifying the purpose of the project in simple terms, reporting past outcomes, discussing benefits to participants and recommendations repeatedly offered by workshop participants.

Step 4a: The Recruitment of Volunteer and Adapters (at the Curriculum Users Meeting)

Personnel: Facilitator conducts meeting and coordinates selection of volunteers.

Task: 1. Distribute recruitment forms to teachers during meeting and ask that they be turned in at the end of the meeting.

2. Select volunteers within one week and notify them of their selection.

Elaboration of Task: At the curriculum users' meeting, potential volunteer adapters should be given a one-page description of the Qualifications for Volunteers (Form C), a one-page Process Description form (see Form D), and the Sample Responses to the Curriculum Rating Form and explanation (pp. 35-36). Volunteers should be asked to sign the Volunteer Adapter Recruitment Form (Form E), stating interest in the project, after reviewing all project information distributed to them. Keep in mind the following ideas on the importance of using volunteer adapters:

> Too often teachers are pursuaded to use curricula and to serve on committees of no interest which make no use of their talents. They go through the motions, use curriculum while someone is watching, and then put it on the shelf.

The teachers should be asked to be involved in projects of interest to them, ones from which they feel something can be learned. Teachers should also be involved in projects where they can make use of their interests and skills. Teacher motivation is one of the key issues in developing a successful process.

Another important element to consider is the need for support and interaction among adapter volunteers. Consider the following ideas concerning teacher interaction:

Teachers should be encouraged to volunteer as teams based on curriculum or building assignments. This means that they work together to adapt a curriculum the whole building can use. At the initial meeting, teachers should be grouped by building, given a chance to discuss the outcomes of the analysis and the process, formulate questions to be asked of the leader, and then volunteer. It is important to get a grade level spread as well as more than one interested person from a building. If there is only one person in a building, the facilitator should communicate more regularly with this person in an attempt to eliminate that person's isolation.

Sample Adaptation Team
Configurations

(There are almost as many team configurations as there are school districts.)

DISTRICT MODEL

Subject - Reading

	Adapters	Grades	Consultants
School A	Classroom Teachers with mainstreamed students	4,5,6	District Reading Consultant Principal Primary Reading Teachers District Curriculum Consultant District Special Education Consultant Itinerant Teachers
	Resource Room Teacher	4,5,6	
B	Classroom Teacher with mainstreamed students	4	
	Classroom Teacher with mainstreamed	5,6	
C	Resource Room Teacher	6,7,8	
	TOTAL 8 Teachers		

SCHOOL BUILDING MODEL

Subject-Mathematics

Adapters	Grades	Consultant
Classroom Teachers with mainstreamed students	2,4,6	District Math Specialist District Special Education Supervisor
Resource Room Teacher	1,2,3	Principal Itinerant Teacher
Resource Room Teacher	4,5,6	Self-Contained Special Education Teacher
TOTAL 5 Teachers		

School Building Model

Subject-Language Arts-Writing Curriculum

Adapter	Grades	Consultants
L.A. Teachers with main-streamed students and Itinerant	7	Resource Room Teacher Language Arts Coordinator Special Education Coordinator
L.A. Teachers with main-streamed students	8,8,9,9	Assistant Principal Counselor
TOTAL 6 Teachers		

School Building Model - 2 Schools

Vocational Education-Auto Mechanics

	Adapter	Grades	Consultants
School A	2 Classroom Teachers with mainstreamed	Auto Mechanics Beginning	Language Arts Specialist Counselor Special Education Consultant
	2 Classroom Teachers	Auto Mechanics	Assistant Principal Reading Specialist
School B	2 Classroom Teachers with mainstreamed	Auto Mechanics	Language Arts Specialist Counselor Special Education Consultant
	2 Classroom Teachers	Auto Mechanics	Assistant Principal Reading Specialist

Total: 8 teachers

One of the elements that helps to sustain the motivation in this present effort is teacher interaction. The exchange of one's abilities in fairly close and socially acceptable cooperation with others is something deeply needed among teachers. The need for support, interaction, and sharing are vital to a project like this. Too often teachers have to work in isolation not conducive to a process approach to curriculum adaptation.

The recruitment of teachers may depend to some extent on contact and discussion with teachers to further explain the process and its product. If this is a district activity visits to individual schools may be necessary.

From Project Data: An important finding of this project indicated that one of the most important criteria for users is that of interest in/or motivation to adapt. Demographic data collected in the project indicated that teacher experience, background, educational level, etc., need not play the most significant part in the selection of adapters. The project seemed to indicate that the best way to select an adapter is to find someone who wants to adapt.

It is important to remember that each member of the team can offer something unique (whether he or she be the teacher adapter, aide, or administrator). Although it is suggested that teachers do most of the actual mechanics of adapting and field testing, evaluation and

assessment, it is suggested that a team be utilized to provide various points of views, as well as areas of expertise and interest.

Recruiting volunteers has been a long-term issue in the project. The issue of volunterism vs. appointment of teachers teachers can be expected to arise in almost any school-based field study.

FORM C

Qualifications of Volunteers

Volunteer participants should possess the following characteristics:

1. Should be currently working with students in a classroom

2. Interested in curriculum work

3. Aware of the need for curriculum change

4. Willing to record their ideas and activity outcomes

5. Willing to share and interact with other teachers, and share and evaluate process outcomes

6. Open to self and peer critique of their curriculum adaptation strategies

7. Willing to expend some extra time and energy for a given period of time to complete the process

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FORM D

The Steps in the Adaptation Process

The adaptation process proceeds in the following steps. Use the list as a guide. Check each step as it is completed.

Steps

1. Establishing the Position of the Facilitator in the Process
   The coordination of the process by facilitator is essential. This step involves selecting the facilitator. Information is given on the characteristics of the person in this role. The responsibilities of the facilitator are described on Form A - The Facilitator's Function.

2. The Formal Needs Assessment and Meeting 1
   The first responsibility of the facilitator is to assess the problem areas of the curriculum with respect to improving opportunities for student learning. At a first meeting of curriculum users, the Curriculum Rating: Adaptation Needs Assessment (Form B) is distributed and explained. It is a tool for rating the critical areas of the curriculum in need of adaptation.

3. The Analysis of Data
   Step 3 provides information on the tabulation, analysis, and interpretation of the data by using "Tabulating The Data." This activity may be fairly simple if the process involves one school, or more complex if it involves several schools or a whole district. The analysis of data will provide a focus for work for the facilitator and the adaptation team.

4. The Curriculum Users' Meeting 2
   The Recruitment of Volunteers
   A meeting is called to report the outcomes of the needs assessment to curriculum users, to describe the adaptability process, and to recruit volunteer teachers for the process. Forms C, D, and E are included. Form C describes the qualifications of the volunteers, D describes the process, E is a recruitment form. This step elaborates on the role of the teacher as adapter and the importance of teacher interaction and support.

5. The Inservice Workshop
   The volunteers have been selected and notified and the facilitator conducts the initial inservice workshop. The workshop introduces the teachers to the expected day-to-day

adaptation activities and to the use of the various checklists and guides. Adapters start by identifying student deficits and strengths corresponding to IEP goals, correlate this information to the areas of the curriculum that have not been useful in meeting these goals, and begin to identify potential adaptation to be tried in the classroom.

6. The Initial and Continuing Adaptations
The adapters begin to adapt the curriculum through the teaching and learning process. Teachers record the adaptations used for each lesson in the specified curriculum. Sample Basic Skills Profiles and correlated Strategies for Adapting Logs are included.

7. The Adaptation Synthesis Meeting
The facilitator brings the teacher-adapters together to share, assess, evaluate, and to synthesize the outcomes of the adaptations. The synthesis meetings are essential to the process. Step 7 includes the rationale and procedures for these meetings.

8. The Refinement and Recycling of Adaptation
The adaptation team recycles the adaptations until the adaptations are considered successful and ready for implementation by other teachers who are using the same curriculum with their students.

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FORM E*

Volunteer Adapter Recruitment

I AM INTERESTED ____

I AM NOT INTERESTED ____

I WOULD SUGGEST THAT (Mr., Mrs., Ms.) _____ IN MY BUILDING ALSO BE AN ADAPTER.

NAME:

GRADE LEVEL:

SCHOOL BUILDING:

*Adapt to local needs. You may write a cover letter stating a project summary and stating when the form should be returned. Approval and signature of the administrator may be helpful.

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Step 5: The Inservice Workshop

Personnel: The facilitator conducts meeting of volunteer adapters.

Task:
1. Call meeting of volunteer adapters for inservice workshop. Ask adapters to come prepared with some information about students who have difficulty with the curriculum in its current status.
2. Review the outcomes of the Needs Assessment of Step 2.
3. Introduce and explain use of Basic Skills Profile (Form F), and Strategies for Adapting -- Checklist and Log (Form G).
4. Set up times with volunteer adapters when they will be teaching the curriculum so that facilitator can observe if necessary.

Elaboration of Task:

1. In the workshop, allow adapters to discuss specific curriculum problems of specific cases. Let them work in groups or teams.
2. Take care to make statements of problems clear and concise. Allow discussion and questions so that all participants have clear insight into nature of total curriculum problems cited by all involved.
3. Allow time to use Form F and to brainstorm with others so they become familiar with its use. You should demonstrate usage by means of an example of the completed sample form.
4. Distribute Strategies for Adapting -- Checklist and Log (Form G) and Strategies for Adaptation Guide that follows.

5. Demonstrate usage by sample form. Allow teachers time to create some adaptations for one lesson in the curriculum designated for adaptation. (See Appendix for how this is done.)
6. Work out schedule for facilitator to visit adapters and observe adaptation. Explain that it is necessary for facilitator to gain data about adaptations in this way.
7. Allow time for any questions or discussion regarding objectives, format, scheduling, and synthesis.

From Project Data: The project data seemed to indicate that a variety of workshop formats are workable. However, it is advised that one take care to include the elements described herein.

Directions for Use of Form F

The Basic Skills Profile Form is to be used by the teacher to survey strong or adequate skills and depressed or inadequate skills, and to consolidate the information on one form. This form is used in respect to the specific area of the curriculum where problems are occurring. The Basic Skills Definitions defines each of the terms. The form can be used in many ways or not at all. It is intended to help the teacher to isolate the basic skills areas of strength and weakness of the children who are not benefiting from the use of the current curriculum. The teacher is to then look at the strategies for adapting and begin to match appropriate adaptations with the identified needs of specific students. If this is being done in a small self-contained special education class, the teacher may want to do an individual profile for each student and consolidate the information at the end of the classroom trial.

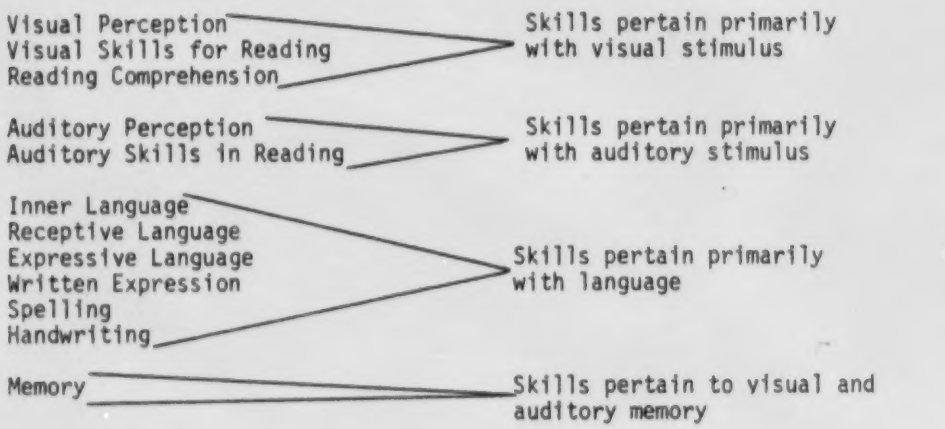
Rationale of Basic Skills Profile Form

The Basic Skills Profile is designed to provide the instructor with an overview of a particular learner or class. Clustering of skills are arranged in four general categories--Oral and Written Communication (Language Arts), Art, Math, and Behavioral. The skills are a global clustering and are not arranged in sequential order. Skills under these categories pertain to other categories as well and should be considered when completing this form.

This list of basic skills is a general list crossing all handicapping conditions. Special education terminology is deleted to enhance communication and cooperation between the team of special educators, regular educators, and administrators.

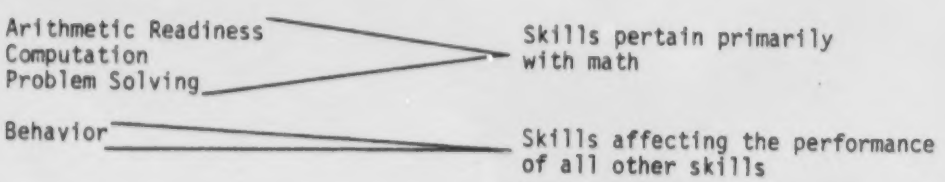
The following is a rationale of the clustering of skills under the four categories. The categories reflect the general areas of curriculum: Language Arts, Math, and the Arts.

<u>Oral and Written Communication</u>



<u>Arts</u>

<u>Math</u>



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FORM F

BASIC SKILLS PROFILE

Identify strong or adequate skill areas with +

Identify depressed or inadequate skill areas with -
as an overview and instructional plan for intervention.

I. ORAL AND WRITTEN COMMUNICATION *(Overlaps Reading, Language Arts, Mathematics and Art Skills)*

VISUAL PERCEPTION (Vis. Per.)

___ 1. DISCRIMINATE CONSTANCY OF FORM
___ 2. PERCEIVE OBJECTS IN FOREGROUND AND BACKGROUND AND TO MEANINGFULLY SEPARATE THEM
___ 3. PERCEIVE AN OBJECT IN RELATION TO THE OBSERVER
___ 4. COORDINATE VISION AND MOVEMENTS OF THE BODY
___ 5. TRACKING

VISUAL SKILLS FOR READING (Vis. Sks. Rd.)

___ 1. DISCRIMINATE COLOR
___ 2. DISCRIMINATE SIZES AND SHAPES
___ 3. DISCRIMINATE LETTERS
___ 4. DISCRIMINATE THE DIRECTIONALITY OF LETTERS
___ 5. REMEMBER LETTER NAMES AND WORDS
___ 6. REMEMBER PARTICULAR WORDS LEARNED MAINLY BY SIGHT
___ 7. RECOGNIZE STRUCTURAL PARTS OF WORDS

READING COMPREHENSION (Rd. Comp.)

___ 1. READ TO GET THE MAIN IDEA
___ 2. REMEMBER SPECIFIC DETAILS

AUDITORY PERCEPTION (Aud. Per.)

___ 1. LISTEN
___ 2. DISCRIMINATE SOUNDS
___ 3. PERCEIVE SOUND AT VARIOUS DISTANCES AND MEANINGFULLY SEPARATE THEM
___ 4. PERCEIVE AND RECOGNIZE SOUNDS (CONSONANTS, BLENDS, VOWELS)
___ 5. COMPREHEND WORDS (NOUNS, VERBS, ADJECTIVES, ADVERBS)
___ 6. COMPREHEND SENTENCES (DIRECTION, FUNCTION WORDS, PREPOSITIONS, CONNECTORS, QUESTION MARKS, HELPING WORDS)

AUDITORY SKILLS IN READING (Aud. Sks. Rd.)

___ 1. DISCRIMINATE AMONG LETTER SOUNDS
___ 2. DISCRIMINATE INITIAL AND FINAL LETTER SOUNDS
___ 3. BLEND SOUNDS
___ 4. REMEMBER THE SOUNDS OF LETTER AND WORDS

INNER LANGUAGE (In. Lang.)

___ 1. CREATE IMAGERY FOR SOUNDS, WORDS, CONCEPTS, ETC.
___ 2. DEMONSTRATE LOGICAL THINKING SKILLS

RECEPTIVE LANGUAGE (Rec. Lang.)

___ 1. PERCEIVE AUDITORY SPEECH SOUNDS AND INTENSITIES
___ 2. COMPREHEND CONCRETE AND ABSTRACT WORDS
___ 3. COMPREHEND THE LINGUISTIC STRUCTURE OF SENTENCES
___ 4. FOLLOW DIRECTIONS
___ 5. LISTEN CRITICALLY AND MAKE JUDGMENTS

EXPRESSIVE LANGUAGE (Ex. Lang.)

___ 1. IMITATE VARIOUS SPEECH SOUNDS
___ 2. PRODUCE VARIOUS SPEECH SOUNDS AND INTENSITIES
___ 3. IMITATE WORDS AND SENTENCES
___ 4. FORMULATE WORDS AND SENTENCES
___ 5. USE CORRECT GRAMMATICAL AND STRUCTURAL LANGUAGE PATTERNS
___ 6. EXHIBIT SPOKEN LANGUAGE
___ 7. ANSWER VERBAL QUESTIONS

WRITTEN EXPRESSION (Wr. Ex.)

___ 1. DEMONSTRATE ABUNDANT EXPRESSIVE EXPERIENCES
___ 2. COMPREHEND AND USE CORRECT SYNTACTICAL AND GRAMMATICAL PATTERNS

SPELLING (Sp.)

___ 1. REMEMBER THE FORM OF LETTERS
___ 2. REMEMBER THE SEQUENCE AND RULE FOR PARTICULAR WORDS

HANDWRITING (Hdwr.)

___ 1. MANIPULATE WRITING UTENSIL
___ 2. DEMONSTRATE MANUSCRIPT WRITING
___ 3. DEMONSTRATE CURSIVE WRITING
___ 4. POSITION PAPER, HAND, AND POSTURE

MEMORY (Mem.)

___ 1. ROTE
___ 2. SHORT TERM
___ 3. LONG TERM
___ 4. SEQUENTIAL

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II. ARTS *(Overlaps Oral and Written Communications/ Reading/Math)*

MOTOR (Mtr.)

___ 1. DEMONSTRATE GROSS MOTOR SKILLS
___ 2. DEMONSTRATE HEAD CONTROL
___ 3. MAINTAIN SITTING BALANCE
___ 4. DEMONSTRATE ARM CONTROL
___ 5. UTILIZE ASSISTIVE DEVICES
___ 6. CRAWL
___ 7. STAND
___ 8. WALK
___ 9. EXHIBIT REFLEX RESPONSE
___ 10. UTILIZE RESPONSE MODE
___ 11. MAINTAIN BALANCE; MOVE RYTHMICALLY
___ 12. DEMONSTRATE BODY IMAGE AND AWARENESS
___ 13. DEMONSTRATE LATERAL CONSISTENCY IN BODY ORIENTATION
___ 14. MAINTAIN DIRECTIONAL ORIENTATION
___ 15. DEMONSTRATE FINE MOTOR SKILLS

PERCEPTION (Per.)

___ 1. PART - WHOLE RELATIONSHIPS
___ 2. DISCRIMINATE OBJECTS OR SOUNDS
___ 3. SPATIAL RELATIONSHIP
___ 4. FIGURE - GROUND
___ 5. CLOSURE

III. MATH *(Overlaps Reading/Arts)*
ARITHMETIC READINESS (Ar. Red.)

___ 1. DISCRIMINATE DIFFERENT SIZES, SHAPES, AND QUANTITIES
___ 2. DEMONSTRATE ONE-TO-ONE CORRESPONDENCE
___ 3. COUNT MEANINGFULLY
___ 4. ORDER NUMBER NAMES AND SETS

COMPUTATION (Comp.)

___ 1. IDENTIFY PLACE VALUE
___ 2. ADD, SUBTRACT, MULTIPLY, AND DIVIDE
___ 3. INTERPRET FRACTIONS
___ 4. TELL TIME
___ 5. COMPREHEND MONETARY VALUE

PROBLEM SOLVING (Prob. Solv.)

___ 1. INTERPRET LANGUAGE
___ 2. REASON AND ANALYZE SKILLS IN READING STORY PROBLEMS

IV. BEHAVIORAL (Beh.)

___ 1. COOPERATE
___ 2. DEMONSTRATE MOTIVATION
___ 3. RESPOND TO PRAISE
___ 4. RESPOND TO DISCIPLINE OR CONSEQUENCES
___ 5. RELATE TO PEERS
___ 6. RELATE TO ADULTS
___ 7. DEPEND ON SELF
___ 8. ATTEND
___ 9. DEMONSTRATE SELF-CONTROL
___ 10. CONTROL FRUSTRATION
___ 11. FOLLOW DIRECTION
___ 12. UTILIZE WORK HABITS
___ 13. MAINTAIN SELF-CONCEPT

V. OTHER

___
___
___
___

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ABBREVIATIONS

Visual Perception	Vis. Per.
Visual Skills for Reading	Vis. Sks. Rd.
Reading Comprehension	Rd. Comp.
Auditory Perception	Aud. Per.
Auditory Skills in Reading	Aud. Sks. Rd.
Inner Language	In. Lang.
Receptive Language	Rec. Lang.
Expressive Language	Ex. Lang.
Written Expression	Wr. Ex.
Spelling	Sp.
Handwriting	Hdwr.
Memory	Mem.
Motor	Mtr.
Perception	Per.
Arithmetic Readiness	Ar. Red.
Computation	Comp.
Problem Solving	Prob. Solv.
Behavioral	Beh.

Definitions of Basic Skills

Visual Perception (Vis. Per.): recognize, organize, and interpret information received through the eye.

1. Discriminate the constancy of form — recognize visual stimuli as being the same in different situations.
2. Perceive objects in foreground and background and to meaningfully separate them — distinguish form from its surroundings.
3. Perceive an object in relation to the observer - recognize distance and direction to self.
4. Coordinate vision and movements of the body - match what one sees with how one moves.
5. Tracking - follow objects, words, or sentences with coordinated eye movements at a near and far point.

Visual Skills for Reading (Vis. Sks. Rd.)

1. Discriminate color - differentiate the properties of color.
2. Discriminate sizes and shapes - differentiate the properties of objects.
3. Discriminate letters - differentiate the properties of letters.
4. Discriminate the directionality of letters differentiate the direction of letters.
5. Remember letter names and words - recall letter names and words without original stimuli.
6. Remember particular words learned mainly by sight - recall sight vocabulary.
7. Recognize structural parts of words - identify properties of words (such as vowels, consonants, prefixes, suffixes, etc.)

Reading Comprehension (Rd. Comp.)

1. Read to get the main idea - identify global concept in material read.
2. Remember specific detail - recall data read.

Definitions of Basic Skills

Auditory Perception (Aud. Per.) - recognize, organize, and interpret information received through the ear

1. Listen - attend to auditory stimuli.
2. Discriminate sounds - differentiate environmental sounds.
3. Perceive sound at various distances and meaningfully separate them - recognize sound from its surroundings.
4. Perceive and recognize sounds (consonants, blends, vowels, etc.) - identify phoneme sounds.
5. Comprehend words (nouns, verbs, adjectives, adverbs) - interpret the names of objects, actions, and qualities.
6. Comprehend sentences (direction, function, words, prepositions, connectors, question words, helping words) - interpret sentences composed of various linguistic properties.

Auditory Skills in Reading (Aud. Sks. Rd.)

1. Discriminate among letter sounds - differentiate the sounds of letters.
2. Discriminate initial and final letter sounds - recognize beginning and ending sounds.
3. Blend sounds - identify the sound properties of a word so that it can be recognized as a whole.
4. Remember the sounds of letters and words - recall corresponding sound of letter and words.

Inner Language (In. Lang.) - internal organization of experiences without written language

1. Create imagery for sounds, words, concepts - generate pictures for concepts.
2. Demonstrate logical thinking skills - organize and relate past experiences to present.

Receptive Language (Rec. Lang.) - input of verbal or aural language stimuli

1. Perceive auditory speech sounds and intensities - organize and interpret speech sounds.
2. Comprehend concrete and abstract words - translate words, real and imaginary.
3. Comprehend the linguistic structure of sentences - perceive the various properties of sentences.

4. Follow direction - translate and complete cues oral or written.

5. Listen critically and make judgments - interpret language stimuli, and make evaluations.

Expressive Language (Ex. Lang.) - output of verbal or written language stimuli

1. Imitate various speech sounds - reproduce vocal sounds and patterns.

2. Produce various speech sounds and intensities - vocalize sounds, pitch, and tones required for speech.

3. Imitate words and sentences - reproduce vocal words and sentences.

4. Formulate words or patterns - compose patterns for words or sentences.

5. Use correct grammatical and syntactical language patterns - interpret and use language patterns such as tense, word order, subject-verb agreement.

6. Exhibit spoken language - demonstrate the ability to relate experiences through symbolic, verbal representations.

7. Answers verbal questions - attend and respond to oral inquiry.

Written Expression (Wr. Ex.) - convey ideas through the use of written language

1. Demonstrate abundant expressive experiences - take frequent opportunities to verbalize thoughts.

2. Comprehend and use correct syntactical and grammatical patterns - interpret and use language patterns such as tense, word order, subject - verb agreement.

Spelling Skills (Sp.)

1. Remember the form of letters - recall the constancy of language symbols.

2. Remember the sequence and rule for particular words - recall order and structural patterns for words.

Definitions of Basic Skills

Handwriting Skills (Hdwr.)

1. Manipulate writing utensils - hold and perform various motor readiness skills (e.g., drawing lines, circles, etc.).
2. Demonstrate manuscript writing - form letters, position letters on line, space words, and copy from near and far points in manuscript form.
3. Demonstrate cursive writing - form letters, connect letters, position letters on line, space words and copy from near and far points in cursive form.
4. Position the paper, hand, and posture.

Memory (Mem.) - recall verbal and nonverbal experiences

1. Rote memory - repeat information mechanically.
2. Short term memory - retain information for a relatively short period of time before recall.
3. Long term memory - retain information for a long period of time before recall.
4. Sequential memory - recall information in a specific order as to time and space.

Motor (Mtr.) - use large and small muscles, balance, and demonstrate body awareness.

1. Demonstrate gross motor skills - control of body and large portions on command.
2. Demonstrate head control - hold head steady in upright position.
3. Maintain sitting balance - sit alone and re-erect self after leaning forward.
4. Demonstrate arm control - reach, grasp, and hold object on command.
5. Utilize assistive devices - manipulate and/or control devices such as splints, mouthsticks, typewriters, walkers, wheel chairs, braces.
6. Crawl - move body along surface by arm and leg movement.
7. Stand - maintain erect body posture.
8. Walk - move body in erect posture.
9. Exhibit reflex responses - generate behaviors in response to internal and external stimuli (cough, swallow, breathe, sneeze).

10. Utilize response mode - reply to stimuli by oral language, language board, or sign language.

11. Maintain balance - move rhythmically - control the sides of the body.

12. Demonstrate body image and awareness - perceive the location of body parts and their function.

13. Demonstrate lateral consistency in body orientation - show preference for one side of body.

14. Maintain directional orientation - aware of relationship of objects to self and each other (left-right, up-down).

15. Demonstrate fine motor skills - control of small muscles on command.

Perception (Per.) - interpret stimuli received through senses.

1. Part-whole relationship - differentiate component parts of stimuli from the whole.

2. Discriminate objects or sounds - recognize the similarities and differences in stimuli.

3. Spatial relationships - aware of relative position of objects in space.

4. Figure-ground - differentiate primary stimulus from its accompanying background.

5. Closure - recognize or identify object or sound without total stimulus.

Math

Arithmetic Readiness (Ar. Red.)

1. Discriminate different sizes, shapes, and quantities - interpret the concept of size, shape, and quantity.

2. Demonstrate one to one correspondence - match objects in sets.

3. Count meaningfully - perform the operation of matching numerals to corresponding objects.

4. Order number names and sets - arrange numerals and sets in order.

Definitions of Basic Skills

Computation (Comp.)

1. Identify place value - perform operations showing that number position effects value.
2. Add, subtract, multiply, and divide - demonstrate manipulation of number facts in relation to the mathematic operations.
3. Interpret fractions - identify and perform mathematic operations involving fractions.
4. Tell time - recognize position of hands on a clock, their corresponding time and temporal relationships.
5. Comprehend monetary value - identify and perform mathematic operations in relationship to money.

Problem Solving (Prob. Solv.)

1. Interpret language - associate language concepts to mathematic operations.
2. Reason and analyze skills in reading story problems - identify appropriate mathematic operation in solving a problem.

Behavioral (Beh.) - observable response that can be measured.

1. Cooperate - take direction with minimum of complaints.
2. Demonstrate motivation - possess interest in learning.
3. Respond to praise - increase frequency of appropriate behavior after verbal reinforcement.
4. Respond to discipline or consequences - reduce frequency of inappropriate behavior after intervention.
5. Relate to peers - associate actively and cooperatively with classmates.
6. Relate to adults - associate actively and cooperatively with adults.
7. Depend on self - self-direct with minimum of cueing or teacher direction.
8. Attend - focus or concentrate on stimuli.
9. Demonstrate self-control - able to inhibit response

10. Control frustration - demonstrate attitude of defeat when presented with a difficult situation.

11. Follow direction

12. Utilize work habits - demonstrate such work skills as accepting tasks, completing assignments, and working neatly and accurately.

13. Maintain self-concept - evaluate personal beliefs of one's self as a person.

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Directions for Use of

The Strategies for Adapting-Checklist and Log

(See Appendix for an explanation and illustration of potential adaptations.)

Form G can be used in a variety of ways. There are three potential uses for the form.

1. Along with the Strategies for Adapting Guide, the Checklist and Log become a means of brainstorming for appropriate methods of adapting curriculum to meet specific student needs. The Guide is organized so that specific adaptations are suggested to go along with specific skills areas.

2. The Strategies for Adapting Checklist and Log can then be used as a planning form when appropriate adaptations are checked to match students' skills areas.

3. It can and should be used as a checklist and log of successful adaptations which took place during classroom instruction. The form should be filled out after each daily activity, not necessarily at the end of a lesson. This will depend on the length of each lesson and the basic organization of the curriculum.

FORM G

TIME

Suggested/Actual

_____/_____

GROUP SIZE

_____

TEACHER _____

POPULATION _____

DATE _____

ACTIVITY TITLE _____

STRATEGIES FOR ADAPTING - CHECKLIST AND LOG

Teacher Presentation and Classroom Management

MATERIALS

___ 1. ENLARGE PRINT
___ 2. REDUCE DISTRACTION ON PAGE
___ 3. UTILIZE PICTURES AND ILLUSTRATIONS
___ 4. CUT MATERIALS APART
___ 5. ENLARGE SPACE IN WHICH STUDENT RESPONDS
___ 6. ENLARGE SPACE BETWEEN WORDS AND SENTENCES
___ 7. ENLARGE SPACE BETWEEN LINES
___ 8. MODIFY VOCABULARY
___ 9. UNDERLINE INFORMATION IN BOOKS
___ 10. CUT PAPERS IN HALF
___ 11. PROVIDE MANIPULATIVES
___ 12. TAPE RECORD MATERIALS
___ 13. COLOR CODE MATERIALS
___ 14. UTILIZE ARROWS FOR DIRECTIONALITY
___ 15. LOCATE INFORMATION BY CODING
___ 16. TRACE PICTURES OR SHAPES
___ 17. TRACE SHAPES AND LINES
___ 18. TRACE WORDS
___ 19. CREATE MORE APPEALING MATERIALS THROUGH COLOR

INSTRUCTIONAL STRATEGIES

___ 1. UTILIZE VARIETY OF TEACHING MODALITIES
___ 2. CHANGE MODALITY OF MATERIAL
___ 3. UTILIZE SEVERAL MODALITIES SIMULTANEOUSLY
___ 4. PUT SIMILAR TOPICS IN LEARNING CENTER
___ 5. DEVELOP METHOD FOR LISTING CONCEPTS
___ 6. UTILIZE DIRECTIVE QUESTIONING
___ 7. ENCOURAGE DIVERGENT THINKING
___ 8. INCREASE REPETITION
___ 9. INTEGRATE SUBJECT MATTER
___ 10. ELABORATE/EXTEND TASK
___ 11. RELATE TO PAST LEARNING
___ 12. GO FROM CONCRETE TO ABSTRACT
___ 13. ADD CONCRETE DEMONSTRATION
___ 14. TEACH TASK VOCABULARY

DIRECTIONS

___ 1. PROVIDE AN EXAMPLE WITH DIRECTIONS
___ 2. SIMPLIFY DIRECTIONS
___ 3. SPECIFY TASK
___ 4. STUDENT REPEATS DIRECTIONS
___ 5. STUDENT REWRITES DIRECTIONS IN OWN WORDS
___ 6. CLARIFY EXPECTATIONS

MOTIVATION

___ 1. PROVIDE REASONS FOR LEARNING
___ 2. STUDENT PARTICIPATES IN THE DEVELOPMENT OF TASKS
___ 3. UTILIZE STUDENT/TEACHER DEVELOPED GAMES

REINFORCEMENT

___ 1. REINFORCE SUCCESSIVE APPROXIMATION OF GOALS
___ 2. REINFORCE LEARNING
___ 3. UTILIZE PEER TEACHING
___ 4. UTILIZE ADULT HELP

FEEDBACK

___ 1. GIVE IMMEDIATE FEEDBACK AND REINFORCEMENT
___ 2. PROVIDE FEEDBACK TO PARENTS
___ 3. STUDENT SELF-CORRECTS WORK FOR IMMEDIATE FEEDBACK

EXPLANATION OF RECOMMENDATION OR ADAPTATION

STUDENT RESPONSE

___ 1. RESPOND TO MULTIPLE MODALITIES
___ 2. CHANGE MODE OF RESPONSE

EVALUATION

___ 1. UTILIZE POSITIVE GRADING SYSTEM
___ 2. UTILIZE PROGRESS ASSESSMENT
___ 3. PROVIDE ALTERNATIVE EVALUATION PROCEDURE

COMMENTS

EXPLANATION OF RECOMMENDATION OR ADAPTATION

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STRATEGIES FOR ADAPTATION GUIDE

Defines terminology of Strategies for Adaptation Form, identifies specific skill areas to which strategies correspond, and provides examples of strategies for adaptation.

MATERIALS

1. ENLARGE PRINT *Increase letter size*

VISUAL PERCEPTION
VISUAL SKILLS FOR READING, BEHAVIOR

- RETYPE MATERIALS ON PRIMARY TYPEWRITER
- UTILIZE INDIVIDUAL MAGNIFYING GLASSES
- PROJECT MATERIAL ON WALL USING OPAQUE PROJECTOR

2. REDUCE DISTRACTION ON PAGE *Diminish number of items on a page and/or eliminate unnecessary pictures, directions, and diagrams*

VISUAL PERCEPTION
VISUAL SKILLS IN READING
SPELLING
COMPUTATION
BEHAVIOR
ARITHMETIC READINESS
PROBLEM SOLVING

--REDUCE PROBLEMS OR ITEMS ON PAGE
- FRAME SPECIFIC ITEMS ON PAGE
- COVER AREA ON PAGE TO REDUCE ITEMS

3. UTILIZE PICTURES AND ILLUSTRATIONS *Use Pictures and illustrations that are directly related to material presented in order to provide an added stimulus for those who have difficulty reading, and to give a more concrete example*

READING COMPREHENSION
INNER LANGUAGE
PERCEPTIVE LANGUAGE
HANDWRITING
PERCEPTION
ARITHMETIC READINESS
COMPUTATION
PROBLEM SOLVING
BEHAVIOR

- PROVIDE PICTURE OR ILLUSTRATIONS AS A STIMULUS FOR AN EXPERIENCE STORY
- SUBSTITUTE PICTURE FOR WORDS FOR THOSE WHO HAVE DIFFICULTY READING
- DIAGRAM OR ILLUSTRATE DESIRED RESPONSE FROM LEARNER

4. CUT MATERIALS APART *Provide materials in pieces where there is difficulty controlling scissors or allow alternative procedures*

MOTOR
BEHAVIOR

- PROVIDE PRE-CUT PIECES
- LEARNER TEARS PIECES INSTEAD OF CUTTING
- PROVIDE ELECTRIC SCISSORS OR FOUR HOLE SCISSORS

5. ENLARGE SPACE IN WHICH STUDENT RESPONDS *Increase area for answers*

VISUAL PERCEPTION
HANDWRITING
MOTOR
BEHAVIOR

- PROVIDE SEPARATE ANSWER SHEET WITH ADEQUATE SPACE FOR RESPONSE
- PROVIDE BLACKBOARD FOR WRITTEN RESPONSE

6. ENLARGE SPACE BETWEEN WORDS *Increase horizontal area between words*

VISUAL PERCEPTION
VISUAL SKILLS IN READING
HANDWRITING
SPELLING
MOTOR
BEHAVIOR

- TYPE MATERIAL USING DOUBLE SPACE BETWEEN WORDS
- WRITE MATERIAL ON BOARD USING WIDER SPACE

7. ENLARGE SPACE BETWEEN LINES *Increase vertical area between words or sentences*

VISUAL PERCEPTION
VISUAL SKILLS IN READING
HANDWRITING
SPELLING
MOTOR
BEHAVIOR

- TYPE MATERIAL USING 1 1/2 - 2 SPACING BETWEEN LINES
- PROVIDE A STRIP OF CONSTRUCTION PAPER FOR LEARNER TO PLACE UNDER LINE
- WRITE MATERIAL ON BOARD USING WIDER SPACE BETWEEN EACH LINE

8. MODIFY VOCABULARY *Adjust word usage to student's reading ability*

READING COMPREHENSION
INNER LANGUAGE
RECEPTIVE LANGUAGE
PROBLEM SOLVING
BEHAVIOR

- REWRITE DIRECTIONS IN WORKBOOK
- PROVIDE VOCABULARY LIST WITH SYNONYMS OR SIMPLIFIED DEFINITIONS
- INSTRUCTOR GIVES INFORMATION OR DIRECTIONS IN SIMPLIFIED TERMS

9. UNDERLINE INFORMATION IN BOOKS *Underscore that information pertinent to lesson*

READING COMPREHENSION
MEMORY
PROBLEM SOLVING
BEHAVIOR

- HIGHLIGHT SPECIFIC DETAILS IN READING TEXT USING A FELT MARKER
- CONSTRUCT STENCIL TO PLACE OVER TEXT REVEALING SPECIFIC WORD OR PHRASES

10. CUT PAPERS IN HALF *Present smaller sections of information or work*

VISUAL SKILLS IN READING
READING COMPREHENSION
MOTOR
PROBLEM SOLVING
BEHAVIOR
PERCEPTION
ARITHMETIC READINESS
COMPUTATION

- CUT OR FOLD WORKSHEETS IN SECTIONS PRESENTING FEWER PROBLEMS AT A TIME
- COVER WORKSHEET REVEALING ONLY A FEW PROBLEMS

11. PROVIDE MANIPULATIVES *Use concrete objects to aid interpretation of abstract concepts*

VISUAL PERCEPTION
VISUAL SKILLS IN READING
INNER LANGUAGE
MOTOR
SPELLING
ARITHMETIC READINESS
COMPUTATION
PROBLEM SOLVING
BEHAVIOR

- PROGRESS FROM WORK ON NUMBER LINE TO NUMBER LINE ON DESK AND WORKSHEETS OR FROM COUNTERS, SUCH AS BUTTONS OR CHIPS TO ILLUSTRATIONS OR WORKSHEETS
- PROVIDE PICTURES FOR LEARNER TO ARRANGE IN SEQUENTIAL ORDER
- LEARNER ARRANGES PUZZLE PIECES TO FORM LETTERS, WORDS, OR SHAPES

12. TAPE RECORD MATERIALS *Record directions and reading material in order to provide an added stimuli for those having difficulty in reading, following directions, or memory*

READING COMPREHENSION
AUDITORY SKILLS IN READING
AUDITORY PERCEPTION
RECEPTIVE LANGUAGE
MEMORY
PROBLEM SOLVING
BEHAVIOR
ARITHMETIC READINESS
COMPUTATION

- RECORD DIRECTIONS FOR LEARNER TO REFER
- RECORD TEST-LEARNER RESPONSE VERBALLY OR WRITTEN
- RECORD PASSAGE; LEARNER FOLLOWS WRITTEN TEXT

13. COLOR CODE MATERIALS *Utilize color to emphasize important information to aid difficulty in following directions, task completion, memory, and recognition of information*

VISUAL SKILLS IN READING
READING COMPREHENSION
SPELLING
MEMORY
PERCEPTION
PROBLEM SOLVING
COMPUTATION
BEHAVIOR

- COLOR CODE TOPIC SENTENCE IN READING TEST; COLOR AND SUPPORTING SENTENCES IN ANOTHER
- COLOR CODE DIRECTIONS, EXAMPLES, AND PROBLEMS IN DIFFERENT COLORS
- COLOR CODE MATH SYMBOLS (= + - X) FOR EASY RECOGNITION

14. UTILIZE ARROWS FOR DIRECTIONALITY *Utilize arrows to cue left and right or to maintain movement in certain direction*

VISUAL PERCEPTION
VISUAL SKILLS IN READING
SPELLING
HANDWRITING
MOTOR
PERCEPTION
ARITHMETIC READINESS
COMPUTATION
BEHAVIOR

- PROVIDE ARROWS AS CUES FOR FOLLOWING AN OBSTACLE COURSE
- PROVIDE ARROWS AT TOP OF WORKSHEET OR TAPE ON DESK AS A REMINDER OF LEFT TO RIGHT PROGRESSION IN READING OR WRITING
- UTILIZE ARROWS TO INDICATE DIRECTION OF MATH OPERATIONS ON NUMBER LINE

15. LOCATE INFORMATION BY CODING *Utilize system of coded symbols placed at site of important information*

READING COMPREHENSION
INNER LANGUAGE
RECEPTIVE LANGUAGE
PROBLEM SOLVING
BEHAVIOR

- PLACE NUMBER OF QUESTION NEAR PARAGRAPH IN TEXT TO INDICATE WHERE ANSWER CAN BE FOUND

16. TRACE PICTURES OR SHAPES *Outline shapes and pictures of merging colors or forms*

VISUAL PERCEPTION
VISUAL SKILLS IN READING
READING COMPREHENSION
MEMORY
BEHAVIOR

- HIGHLIGHT SHAPES OR PICTURES USING A FELT TIP MARKER
- PLACE COLORED ACETATE SHEET OVER PICTURE TO DEFINE SHAPE
- FRAME SPECIFIC AREA OF PICTURE

17. TRACE SHAPES AND LINES *Trace shapes and lines in various positions, sizes, and media*

VISUAL PERCEPTION
VISUAL SKILLS IN READING
HANDWRITING
MEMORY
MOTOR
BEHAVIOR

- LEARNER TRACES TEMPLATES
- LEARNER TRACES OVER SANDPAPER SHAPES WITH FINGER
- PLACE TRACING PAPER OVER SHAPES OF VARIOUS SIZE AND POSITION FOR LEARNER TO TRACE

18. TRACE WORDS *Trace letters and word shapes in different media*

VISUAL PERCEPTION
VISUAL SKILLS IN READING
HANDWRITING
SPELLING
MEMORY
MOTOR
BEHAVIOR

- TRACE LETTER OR WORDS IN SAND, SALT, OR CLAY
- PLACE TRACING PAPER OVER HANDWRITING TEXT FOR LEARNER TO TRACE
- UTILIZE FERNALD METHOD FOR RECOGNITION OF SIGHT WORDS

19. CREATE MORE APPEALING MATERIAL THROUGH COLOR *Utilize color to enhance motivation and attraction of material*

BEHAVIOR

- PROVIDE WORKSHEETS OF DIFFERENT COLOR PAPER
- CHOOSE MATERIALS THAT ARE APPEALING TO LEARNER

INSTRUCTIONAL STRATEGIES

1. UTILIZE VARIETY OF TEACHING MODALITIES

Present materials, information, or directions in various learning channels which are visual, auditory, and kinesthetic

ALL BASIC SKILLS

- PROVIDE INDEX FILE OF DIRECTIONS FOR TASK COMPLETION FOR LEARNER HAVING DIFFICULTY FOLLOWING DIRECTIONS
- TAPE RECORD TEXT FOR LEARNER HAVING DIFFICULTY READING
- DESCRIBE VERBALLY MATERIALS OR TASK

2. CHANGE MODALITY OF MATERIAL

Match material, information, or direction to learners' strongest learning channel (visual, auditory and kinesthetic)

ALL BASIC SKILLS

- VISUAL CLUES AS CODING, ILLUSTRATION, PICTURES, AND UNDERLINING FOR LEARNER
- TRACING, CUTTING, DRAWING, OR PAINTING
- MATERIALS ARE RECORDED OR READ TO LEARNER

3. UTILIZE SEVERAL MODALITIES

Combine learning channels of visual, auditory, and kinesthetic to enhance recognition, interpretation, and memory

ALL BASIC SKILLS

- PROVIDE DIRECTIONS IN SEVERAL LEARNING CHANNELS SUCH AS WRITTEN ON BOARD OR CHART, WRITTEN DIRECTIONS ON WORKSHEETS, TAPE RECORD DIRECTIONS FOR REFERRAL, AND PRESENT DIRECTIONS ORALLY
- LEARNER DRAWS SELF ON CHALKBOARD WHILE FEELING OWN FACE
- INSTRUCTOR PICKS UP COLORED PAPER, PLACES IT IN SAME COLOR CONTAINER, AND NAMES IT; LEARNER REPEATS PROCEDURE

4. PUT SIMILAR TOPICS IN LEARNING CENTER

Arrange like materials, skills, or subject matter for easy access

ALL BASIC SKILLS

- ARRANGE MATERIALS REQUIRING SIMILAR SKILLS IN ONE AREA SUCH AS VISUAL DISCRIMINATION SKILLS, AUDITORY MEMORY, OR FINE MOTOR SKILLS
- PROVIDE TAPES, WORKSHEETS, NEWSPAPER ARTICLES, AND OTHER REFERENCE MATERIAL ON PARTICULAR SUBJECT MATTER IN ONE AREA

5. DEVELOP METHOD FOR LISTING CONCEPTS

Create structure for organizing concepts

READING COMPREHENSION
INNER LANGUAGE
RECEPTIVE LANGUAGE
MEMORY
PROBLEM SOLVING
BEHAVIOR

- LEARNER READS TEXT AND WRITES EACH FACT ON AN INDEX CARD AND ARRANGES DATA IN ORDER
- LEARNER ARRANGES FACT CARDS FROM TEXT AND COPIES DATA ONTO AN OUTLINE FORM

6. UTILIZE DIRECTIVE QUESTIONING *Assist the learner in coming to a logical conclusion or solution by inquiry*

READING COMPREHENSION
WRITTEN EXPRESSION
INNER LANGUAGE
RECEPTIVE LANGUAGE
PROBLEM SOLVING
BEHAVIOR

- PROVIDE KEY CARDS SHOWING WHO, WHAT, WHEN, AND HOW QUESTIONSWORKS TO AID IN ARRIVING AT SOLUTION OR CONCLUSION
- INSTRUCTOR ASKS QUESTIONS REQUIRING RECALL OF DETAIL, EXPLANATION, EVALUATION, AND JUDGMENT

7. ENCOURAGE DIVERGENT THINKING *Promote many and variet answers to the same problem (creative thinking)*

READING COMPREHENSION
WRITTEN EXPRESSION
INNER LANGUAGE
RECEPTIVE LANGUAGE
BEHAVIOR

- PROVIDE LEARNER WITH WORDS OF MULTIPLE MEANING TO WHICH HE WRITES SENTENCES WITH DIFFERENT MEANINGS
- LEARNER INVENTS NEW WORD BY JOINING TWO FAMILIAR WORDS

8. INCREASE REPETITION *Provide opportunity for performing tasks previously presented to ensure retention*

ALL BASIC SKILLS

- WORKSHEETS LEFT OVER FROM CLASS ASSIGNMENTS ARE PLACED IN BOX WHERE LEARNER IS FREE TO WORK ON AT LEISURE TIME TO REINFORCE CONCEPTS
- TEAMING STUDENTS TO REVIEW WORD LIST OR NUMBER FACTS

9. INTEGRATE SUBJECT MATTER *Provide experiences in which subjects are interrelated*

ALL BASIC SKILLS

- PROVIDE UNIT PLANS COMBINING SUBJECT AREAS OF HISTORY, ART, LANGUAGE ARTS, AND SOCIAL STUDIES
- INVITE MUSIC, ART, DRAMA, OR OTHER SPECIALITY TEACHERS TO PROVIDE EXPERIENCES RELATED TO SUBJECT MATTER BEING STUDIED

10. ELABORATE/EXTEND TASK *Provide opportunity for sufficient time and/or materials to ensure learner's retention of concept or skill*

ALL BASIC SKILLS

- LEARNER HAS CHOICE OF PRESENTATION OF COMPLETED ASSIGNMENT THROUGH VARIOUS MEDIA, DRAMA, ART, MUSIC, WRITTEN OR SPOKEN LANGUAGE
- CONTRACT WITH LEARNER NEEDED TIME AND MATERIAL TO COMPLETE ASSIGNMENT

11. RELATE TO PAST LEARNING *Correlate present experiences to previously learned concepts and skills*

ALL BASIC SKILLS

- LEARNER FORECASTS POSSIBLE EVENTS CONTAINED IN CHAPTER AFTER READING ONLY THE TITLE
- PROVIDE PICTURE WITH PARTS MISSING; LEARNER IDENTIFIES MISSING PART

12. GO FROM CONCRETE TO ABSTRACT *Provide learning experiences that begin from the concrete or specific to the abstract or general.*

ALL BASIC SKILLS

- PROVIDE BUTTONS, BALLS AND CHIPS AS EXAMPLES OF CIRCLES, LEARNER TRACES SHAPES, DISCRIMINATES CIRCLES FROM OTHER SHAPES, AND FINDS OBJECTS IN ROOM THAT ARE CIRCULAR
- LEARNER IDENTIFIES NUMBERS, COUNTS OBJECTS, PERFORMS OPERATION OF ADDITION USING MANIPULATIVES, AND PERFORMS OPERATION OF ADDITION USING NUMBER LINE: LEARNER THEN MEMORIZES NUMBER FACTS

13. ADD CONCRETE DEMONSTRATION *Accompany instruction with specific examples*

ALL BASIC SKILLS

- INTRODUCE CONCEPTS OF FRACTIONS BY CUTTING AND SEPARATING SHAPES, BREAKING COOKIES AND SETS INTO FRACTIONS
- UTILIZE OVERHEAD PROJECTOR WHEN TEACHING HANDWRITING SKILLS

14. TEACH TASK VOCABULARY *Present and clarify terms related to instruction*

ALL BASIC SKILLS

- WRITE VOCABULARY WORD ON INDEX CARD; WRITE OR ILLUSTRATE MEANING ON THE BACK OF CARD
- PRESENT VOCABULARY WORD IN SENTENCE; LEARNER ILLUSTRATES SENTENCE

DIRECTIONS

1. PROVIDE AN EXAMPLE WITH DIRECTIONS *Present directions with samples of desired response*

ALL BASIC SKILLS EXCEPT MEMORY

- PROVIDE EXAMPLE OF SUMMARY OF A FAMILIAR FAIRY TALE WHEN REQUIRING A LEARNER TO SUMMARIZE
- PROVIDE COMPLETED MATH PROBLEM ON PAGE OF PROBLEMS TO BE COMPLETED BY LEARNER

2. SIMPLIFY DIRECTIONS *Eliminate complex vocabulary and provide directions that match learner's skills*

ALL BASIC SKILLS

- REWRITE DIRECTIONS IN VOCABULARY OF LEARNER
- REDUCE LENGTH OF SENTENCES IN DIRECTIONS
- PROVIDE SMALLER STEPS IN DIRECTIONS

3. SPECIFY TASK *State assignment in explicit detail*

ALL BASIC SKILLS

- LEARNER RECEIVES ASSIGNMENT SHEET FILLED IN BY INSTRUCTOR OR TO BE COMPLETED BY LEARNER
- WRITE ASSIGNMENT ON BOARD FOR REFERENCE

4. STUDENT REPEATS DIRECTIONS *Learner verbally reiterates directions*

ALL BASIC SKILLS

- DIRECTIONS GIVEN ORALLY BY INSTRUCTOR - REPEATED BY CLASS
- LEARNER REPEATS DIRECTIONS ORALLY AFTER READING

5. STUDENT REWRITES DIRECTIONS IN OWN WORDS *Learner rewrites directions using own words to ensure understanding*

READING COMPREHENSION
AUDITORY PERCEPTION
WRITTEN EXPRESSION
RECEPTIVE LANGUAGE
MEMORY
PROBLEM SOLVING
BEHAVIOR

- INSTRUCTOR ORALLY GIVES DIRECTIONS - LEARNER REWRITES DIRECTIONS
- LEARNER REWRITES DIRECTIONS IN WORKBOOK IN OWN WORDS

6. CLARIFY EXPECTATIONS *State in explicit detail expectations or learner's response*

ALL BASIC SKILLS

- INSTRUCTOR COMPLETES EXAMPLE FOR LEARNER AND LEARNER REPEATS DIRECTIONS
- EXAMPLE OF LEARNER'S RESPONSE ACCOMPANIES TASK

MOTIVATION

1. PROVIDE REASONS FOR LEARNING *Explain relevance of tasks*

BEHAVIOR

- RELATE CLASSROOM ACTIVITIES TO CAREER OPPORTUNITY
- TEACH LIFE SURVIVING SKILLS SUCH AS WRITING A CHECK, FILLING OUT JOB APPLICATIONS, AND GETTING A DRIVER'S LICENSE

2. STUDENT PARTICIPATES IN THE DEVELOPMENT OF TASKS *Learner shares in the choices and evaluation of tasks*

BEHAVIOR

- LEARNER CHOOSES PROJECT FROM A LIST OF SUGGESTED PROJECTS FROM INSTRUCTOR
- COMMITTEE OF LEARNERS RECOMMEND TO INSTRUCTOR LIST OF PROJECTS FOR GROUP

3. UTILIZE STUDENT/TEACHER DEVELOPED GAMES *Learner and instructor share in the production of games*

BEHAVIOR

- LEARNER AND INSTRUCTOR CHOOSE ALREADY DEVELOPED GAME AND ADAPT FOR CLASSROOM USE

REINFORCEMENT

1. REINFORCE SUCCESSIVE APPROXIMATION OF GOALS *Reinforce responses that are prerequisites for targeted goal*

ALL BASIC SKILLS

- REINFORCE ITEMS COMPLETED ON ASSIGNMENT RATHER THAN ASSIGNMENT
- REINFORCE PREREQUISITE SKILL, SUCH AS REINFORCING LEARNER WHO IS ABLE TO PRODUCE VOWEL AND CONSONANT SOUNDS BUT UNABLE TO SOUND BLEND

2. REINFORCE LEARNING *Acknowledge accomplishments*

ALL BASIC SKILLS

- VERBALLY REINFORCE POSITIVE BEHAVIORS; IGNORE NEGATIVE BEHAVIORS
- REINFORCE POSITIVE BEHAVIOR OR ACADEMIC PERFORMANCE WITH PARENT REPORTS

3. UTILIZE PEER TEACHING *Associates instruct or aid learner*

BEHAVIOR

- AFTER ASSESSING ACADEMIC OR BEHAVIORAL STRENGTHS, GROUP LEARNERS TO ASSIST EACH OTHER IN TASK COMPLETION
- LEARNERS CHOOSE PROJECT OR REPORT AND PRESENT THEM TO GROUP

4. UTILIZE ADULT HELP *Adults instruct or aid learner*

BEHAVIOR

- PARENTS ASSIST IN ACADEMIC WORK OR GAMES AS A REINFORCEMENT FOR POSITIVE BEHAVIOR OR ACADEMIC PERFORMANCE
- INVITE PARENTS OR ADULTS TO DEMONSTRATE TALENT OR OCCUPATION AS A REINFORCEMENT

FEEDBACK

1. GIVE IMMEDIATE FEEDBACK AND REINFORCEMENT *Learner informed of rate of success and rewarded as soon after task completion as possible*

BEHAVIOR

- LEARNER PLACES COMPLETED ASSIGNMENTS IN FOLDER WHICH IS RETURNED TO INSTRUCTOR IMMEDIATELY AFTER COMPLETION. INSTRUCTOR CHECKS OR CORRECTS WORK AT AVAILABLE TIMES AND RETURNS TO LEARNER FOR FEEDBACK
- POSITIVE ACKNOWLEDGEMENT OF GOALS OR BEHAVIOR IMMEDIATELY AFTER PERFORMANCE

2. PROVIDE FEEDBACK TO PARENTS *Parents informed of rate of success at consistent intervals*

BEHAVIOR

- PARENT AND INSTRUCTOR AGREE ON TIME SPAN OF LEARNER'S PROGRESS BY WAY OF PHONE CALL, NEWSLETTER, OR PARENT CONFERENCE
- DESIGNATE TIME SPAN WEEKLY OR MONTHLY WHEN PARENTS ARE ALLOWED TO VIEW CLASSROOM AND LEARNER'S PROGRESS

3. STUDENT SELF-CORRECTS WORK FOR IMMEDIATE FEEDBACK *Learner evaluates accuracy of own response immediately after each task completion*

BEHAVIOR

- LEARNER IS PROVIDED WITH SELF-CORRECTING TASK OR ANSWER SHEET TO EVALUATE OWN TASK FOR IMMEDIATE FEEDBACK
- LEARNERS EXCHANGE WORK FOR CORRECTION

STUDENT RESPONSE

1. RESPOND IN MULTIPLE MODALITIES *Learner initiates change in response to accommodate strength in learning style*

READING COMPREHENSION
WRITTEN EXPRESSION
EXPRESSIVE LANGUAGE
SPELLING
MEMORY
BEHAVIOR

- LEARNER CHOOSES FROM ONE OF THREE METHODS OF RESPONSE--TAPE RECORD, DRAW, OR WRITE
- LEARNER CHOOSES ROLE AS DIRECTOR, PLAYER, SCENERY DESIGNER, OR AUTHOR IN CLASS PRODUCTION

2. CHANGE MODE OF RESPONSE *Instructor initiates change in response to accommodate strength in learning style*

READING COMPREHENSION
WRITTEN EXPRESSION
EXPRESSIVE LANGUAGE
SPELLING
MEMORY
BEHAVIOR

- LEARNERS TAKE TURNS DICTATING ANSWERS TO TEACH OTHERS
- LEARNER RESPONDS ORALLY
- LEARNER TAPE RECORDS ANSWERS

EVALUATION

1. UTILIZE POSITIVE GRADING SYSTEM *Stress positive aspects of responses*

ALL BASIC SKILLS

- POINTS OR GRADES RECEIVED FOR NUMBER OF CORRECT RESPONSES
- LEARNER RETAKES TEST UNTIL HE/SHE RECEIVES 100 PER CENT ACCURACY

2. UTILIZE PROGRESS ASSESSMENT *Evaluate individual progress rather than grade level curriculum or group progress*

ALL BASIC SKILLS

- UTILIZE PRETEST AND POSTTEST SYSTEM TO CALCULATE A BEGINNING AND ENDING POINT OF PROGRESS
- GRADE LEARNER ON PERCENTAGE OF INDIVIDUAL GAIN RATHER THAN GROUP PROGRESS

3. UTILIZE ALTERNATIVE EVALUATION PROCEDURE *Adjust method of evaluation in accordance with learner's strength in learning*

ALL BASIC SKILLS

- READ TEST TO LEARNER WHO HAS READING DIFFICULTIES
- UTILIZE SKILLS CHECKLIST RATHER THAN RECEIVING GRADE

Step 6: The Initial and Continuing Adaptations

Personnel: The adapters conduct the trial adaptations.

Task: Adapt curriculum as it is being utilized, record adaptations, utilize trial and error, discuss adaptations with others, try various types of adaptations. Use forms required.

Elaboration of Task: The adapter continues to use the curriculum with learners and records all adaptations. Periodically, the adapter will attend adaptation synthesis meetings to discuss individual adaptations and to consolidate the most appropriate adaptations (see Step 7). The process is repeated until the curriculum is adapted to the satisfaction of the adaptability team. The adapters are to go back to the classroom, teach the curriculum, and record their adaptations. Each teacher will record their adaptations on the Strategies for Adapting -- Checklist and Log, and include a description of what they did. The teacher will use the Basic Skills Profile (Form F) and Definitions to indicate what behaviors determined the need for the specific adaptation. If the classroom work is individualized, a separate adaptation profile may be kept on each child for whom the curriculum is adapted.

The forms should be filled out at the end of a lesson or activity. This means that the adapter teacher has to record the adaptation anywhere from once a day to once a week.

There will be at least two adapters in each school going through the process simultaneously. Teachers have expressed the need to have someone in their own building doing the same activity in order to be able to share on a day to day basis.

The purpose of the trial adaptations is to begin the process, but an opportunity should be developed to discuss any concerns before anyone gets too far along with the process. Observations are advisable during this time in order for the facilitator to give first-hand knowledge of the working of the process. It should be clear that the facilitator is not evaluating the adapters.

The adapter will engage in trial adaptations with learners and record adaptations. The adapter will attend subsequent inservice meetings for feedback and clarification of the process.

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FORM F

BASIC SKILLS PROFILE

Identify strong or adequate skill areas with +

Identify depressed or inadequate skill areas with -
as an overview and instructional plan for intervention.

I. ORAL AND WRITTEN COMMUNICATION *(Overlaps Reading, Language Arts, Mathematics and Art Skills)*

VISUAL PERCEPTION (Vis. Per.)

___ 1. DISCRIMINATE CONSTANCY OF FORM
___ 2. PERCEIVE OBJECTS IN FOREGROUND AND BACKGROUND AND TO MEANINGFULLY SEPARATE THEM
___ 3. PERCEIVE AN OBJECT IN RELATION TO THE OBSERVER
___ 4. COORDINATE VISION AND MOVEMENTS OF THE BODY
___ 5. TRACKING

VISUAL SKILLS FOR READING (Vis. Sks. Rd.)

___ 1. DISCRIMINATE COLOR
___ 2. DISCRIMINATE SIZES AND SHAPES
___ 3. DISCRIMINATE LETTERS
___ 4. DISCRIMINATE THE DIRECTIONALITY OF LETTERS
___ 5. REMEMBER LETTER NAMES AND WORDS
___ 6. REMEMBER PARTICULAR WORDS LEARNED MAINLY BY SIGHT
___ 7. RECOGNIZE STRUCTURAL PARTS OF WORDS

READING COMPREHENSION (Rd. Comp.)

___ 1. READ TO GET THE MAIN IDEA
___ 2. REMEMBER SPECIFIC DETAILS

AUDITORY PERCEPTION (Aud. Per.)

___ 1. LISTEN
___ 2. DISCRIMINATE SOUNDS
___ 3. PERCEIVE SOUND AT VARIOUS DISTANCES AND MEANINGFULLY SEPARATE THEM
___ 4. PERCEIVE AND RECOGNIZE SOUNDS (CONSONANTS, BLENDS, VOWELS)
___ 5. COMPREHEND WORDS (NOUNS, VERBS, ADJECTIVES, ADVERBS)
___ 6. COMPREHEND SENTENCES (DIRECTION, FUNCTION WORDS, PREPOSITIONS, CONNECTORS, QUESTION MARKS, HELPING WORDS)

AUDITORY SKILLS IN READING (Aud. Sks. Rd.)

___ 1. DISCRIMINATE AMONG LETTER SOUNDS
___ 2. DISCRIMINATE INITIAL AND FINAL LETTER SOUNDS
___ 3. BLEND SOUNDS
___ 4. REMEMBER THE SOUNDS OF LETTER AND WORDS

INNER LANGUAGE (In. Lang.)

___ 1. CREATE IMAGERY FOR SOUNDS, WORDS, CONCEPTS, ETC.
___ 2. DEMONSTRATE LOGICAL THINKING SKILLS

RECEPTIVE LANGUAGE (Rec. Lang.)

___ 1. PERCEIVE AUDITORY SPEECH SOUNDS AND INTENSITIES
___ 2. COMPREHEND CONCRETE AND ABSTRACT WORDS
___ 3. COMPREHEND THE LINGUISTIC STRUCTURE OF SENTENCES
___ 4. FOLLOW DIRECTIONS
___ 5. LISTEN CRITICALLY AND MAKE JUDGMENTS

EXPRESSIVE LANGUAGE (Ex. Lang.)

___ 1. IMITATE VARIOUS SPEECH SOUNDS
___ 2. PRODUCE VARIOUS SPEECH SOUNDS AND INTENSITIES
___ 3. IMITATE WORDS AND SENTENCES
___ 4. FORMULATE WORDS AND SENTENCES
___ 5. USE CORRECT GRAMMATICAL AND STRUCTURAL LANGUAGE PATTERNS
___ 6. EXHIBIT SPOKEN LANGUAGE
___ 7. ANSWER VERBAL QUESTIONS

WRITTEN EXPRESSION (Wr. Ex.)

___ 1. DEMONSTRATE ABUNDANT EXPRESSIVE EXPERIENCES
___ 2. COMPREHEND AND USE CORRECT SYNTACTICAL AND GRAMMATICAL PATTERNS

SPELLING (Sp.)

___ 1. REMEMBER THE FORM OF LETTERS
___ 2. REMEMBER THE SEQUENCE AND RULE FOR PARTICULAR WORDS

HANDWRITING (Hdwr.)

___ 1. MANIPULATE WRITING UTENSIL
___ 2. DEMONSTRATE MANUSCRIPT WRITING
___ 3. DEMONSTRATE CURSIVE WRITING
___ 4. POSITION PAPER, HAND, AND POSTURE

MEMORY (Mem.)

___ 1. ROTE
___ 2. SHORT TERM
___ 3. LONG TERM
___ 4. SEQUENTIAL

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II. ARTS *(Overlaps Oral and Written Communications/ Reading/Math)*

MOTOR (Mtr.)

____ 1. DEMONSTRATE GROSS MOTOR SKILLS
____ 2. DEMONSTRATE HEAD CONTROL
____ 3. MAINTAIN SITTING BALANCE
____ 4. DEMONSTRATE ARM CONTROL
____ 5. UTILIZE ASSISTIVE DEVICES
____ 6. CRAWL
____ 7. STAND
____ 8. WALK
____ 9. EXHIBIT REFLEX RESPONSE
____ 10. UTILIZE RESPONSE MODE
____ 11. MAINTAIN BALANCE; MOVE RYTHMICALLY
____ 12. DEMONSTRATE BODY IMAGE AND AWARENESS
____ 13. DEMONSTRATE LATERAL CONSISTENCY IN BODY ORIENTATION
____ 14. MAINTAIN DIRECTIONAL ORIENTATION
____ 15. DEMONSTRATE FINE MOTOR SKILLS

PERCEPTION (Per.)

____ 1. PART - WHOLE RELATIONSHIPS
____ 2. DISCRIMINATE OBJECTS OR SOUNDS
____ 3. SPATIAL RELATIONSHIP
____ 4. FIGURE - GROUND
____ 5. CLOSURE

III. MATH *(Overlaps Reading/Arts)*
ARITHMETIC READINESS (Ar. Red.)

____ 1. DISCRIMINATE DIFFERENT SIZES, SHAPES, AND QUANTITIES
____ 2. DEMONSTRATE ONE-TO-ONE CORRESPONDENCE
____ 3. COUNT MEANINGFULLY
____ 4. ORDER NUMBER NAMES AND SETS

COMPUTATION (Comp.)

____ 1. IDENTIFY PLACE VALUE
____ 2. ADD, SUBTRACT, MULTIPLY, AND DIVIDE
____ 3. INTERPRET FRACTIONS
____ 4. TELL TIME
____ 5. COMPREHEND MONETARY VALUE

PROBLEM SOLVING (Prob. Solv.)

____ 1. INTERPRET LANGUAGE
____ 2. REASON AND ANALYZE SKILLS IN READING STORY PROBLEMS

IV. BEHAVIORAL (Beh.)

____ 1. COOPERATE
____ 2. DEMONSTRATE MOTIVATION
____ 3. RESPOND TO PRAISE
____ 4. RESPOND TO DISCIPLINE OR CONSEQUENCES
____ 5. RELATE TO PEERS
____ 6. RELATE TO ADULTS
____ 7. DEPEND ON SELF
____ 8. ATTEND
____ 9. DEMONSTRATE SELF-CONTROL
____ 10. CONTROL FRUSTRATION
____ 11. FOLLOW DIRECTION
____ 12. UTILIZE WORK HABITS
____ 13. MAINTAIN SELF-CONCEPT

V. OTHER

____
____
____
____

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FORM G

TIME

Suggested/Actual

_____/_____

GROUP SIZE

_____

TEACHER_____

POPULATION_____

DATE_____

ACTIVITY TITLE_____

STRATEGIES FOR ADAPTING - CHECKLIST AND LOG

Teacher Presentation and Classroom Management

MATERIALS

___ 1. ENLARGE PRINT
___ 2. REDUCE DISTRACTION ON PAGE
___ 3. UTILIZE PICTURES AND ILLUSTRATIONS
___ 4. CUT MATERIALS APART
___ 5. ENLARGE SPACE IN WHICH STUDENT RESPONDS
___ 6. ENLARGE SPACE BETWEEN WORDS AND SENTENCES
___ 7. ENLARGE SPACE BETWEEN LINES
___ 8. MODIFY VOCABULARY
___ 9. UNDERLINE INFORMATION IN BOOKS
___ 10. CUT PAPERS IN HALF
___ 11. PROVIDE MANIPULATIVES
___ 12. TAPE RECORD MATERIALS
___ 13. COLOR CODE MATERIALS
___ 14. UTILIZE ARROWS FOR DIRECTIONALITY
___ 15. LOCATE INFORMATION BY CODING
___ 16. TRACE PICTURES OR SHAPES
___ 17. TRACE SHAPES AND LINES
___ 18. TRACE WORDS
___ 19. CREATE MORE APPEALING MATERIALS THROUGH COLOR

INSTRUCTIONAL STRATEGIES

___ 1. UTILIZE VARIETY OF TEACHING MODALITIES
___ 2. CHANGE MODALITY OF MATERIAL
___ 3. UTILIZE SEVERAL MODALITIES SIMULTANEOUSLY
___ 4. PUT SIMILAR TOPICS IN LEARNING CENTER
___ 5. DEVELOP METHOD FOR LISTING CONCEPTS
___ 6. UTILIZE DIRECTIVE QUESTIONING
___ 7. ENCOURAGE DIVERGENT THINKING
___ 8. INCREASE REPETITION
___ 9. INTEGRATE SUBJECT MATTER
___ 10. ELABORATE/EXTEND TASK
___ 11. RELATE TO PAST LEARNING
___ 12. GO FROM CONCRETE TO ABSTRACT
___ 13. ADD CONCRETE DEMONSTRATION
___ 14. TEACH TASK VOCABULARY

DIRECTIONS

___ 1. PROVIDE AN EXAMPLE WITH DIRECTIONS
___ 2. SIMPLIFY DIRECTIONS
___ 3. SPECIFY TASK
___ 4. STUDENT REPEATS DIRECTIONS
___ 5. STUDENT REWRITES DIRECTIONS IN OWN WORDS
___ 6. CLARIFY EXPECTATIONS

MOTIVATION

___ 1. PROVIDE REASONS FOR LEARNING
___ 2. STUDENT PARTICIPATES IN THE DEVELOPMENT OF TASKS
___ 3. UTILIZE STUDENT/TEACHER DEVELOPED GAMES

REINFORCEMENT

___ 1. REINFORCE SUCCESSIVE APPROXIMATION OF GOALS
___ 2. REINFORCE LEARNING
___ 3. UTILIZE PEER TEACHING
___ 4. UTILIZE ADULT HELP

FEEDBACK

___ 1. GIVE IMMEDIATE FEEDBACK AND REINFORCEMENT
___ 2. PROVIDE FEEDBACK TO PARENTS
___ 3. STUDENT SELF-CORRECTS WORK FOR IMMEDIATE FEEDBACK

EXPLANATION OF RECOMMENDATION OR ADAPTATION

STUDENT RESPONSE

___ 1. RESPOND TO MULTIPLE MODALITIES
___ 2. CHANGE MODE OF RESPONSE

EVALUATION

___ 1. UTILIZE POSITIVE GRADING SYSTEM
___ 2. UTILIZE PROGRESS ASSESSMENT
___ 3. PROVIDE ALTERNATIVE EVALUATION PROCEDURE

COMMENTS

EXPLANATION OF RECOMMENDATION OR ADAPTATION

Experimental Version

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Step 7: The Adaptation Synthesis Meeting

Personnel: Facilitator coordinates these meetings.

Task: Adapters meet to share adaptation ideas, to obtain feedback and critique, and to expand ideas. Meet as often as required.

Elaboration of Task:

1. Adapters will share general outcomes and adaptations that have been successful.

   Every four to six weeks teachers involved in the process should have a team meeting. If there are more than 12 to 15 teachers involved, there should be two separate teams, grouped according to the most appropriate and efficient configuration (grade level, geographic locations, etc.).

2. Adapters will list adaptations for each activity on large paper or chalkboard.

   Each meeting should provide teachers with an opportunity to review each adaptation and to come to some consensus in terms of the appropriate changes for each activity. Teachers should determine which adaptations are most essential and rate them by a group or rank order them to determine which should be included. In this way, select the most pertinent adaptations, if there are overwhelming amounts of possibilities.

It should be clear to the adapters that they are not looking for the one perfect adaptation, but for a selection of alternatives for each lesson that can be used to implement the best possible instructional techniques for the special child. There is never only one way to teach any particular content area.

3. Consider the appropriateness of each adaptation with respect to these three elements:

   A. Simple to complex in relation to basic skills deficit. Sample questions for discussion: (1) Is the adaptation so simple that a note to the teacher in the introduction is all that is needed? (2) Is the adaptation so complex that one should consider whether an adaptation is possible or if new materials are needed?

   B. Most appropriate to least appropriate in respect to student disabilities. Sample questions for discussion are (1) Does the adaptation attempt to meet several of the students' deficit areas or does it simply remediate minor deficits, still creating learning problems for the child?

   C. Appropriate in respect to maintaining the intent of the existing curriculum. (1) Are the adaptations so extreme that they are no longer true to the content? (2) Have you created a new curriculum which may not be an improvement on the

existing curriculum? (3) Does this mean that additional activities or materials need to be added to the existing curriculum?

4. The facilitator and adapters will consolidate the adaptations at each meeting.

   Data should not be allowed to accumulate untouched until the end of the year. The facilitator should gather adaptations, consolidate them, organize the adapted lessons in a potential format for the final guide and return them to the teachers for review. After each team meeting, teachers return to the classrooms; teachers adapt and record.

5. The facilitator will refine these adaptations and return them to the adapters for review prior to the next meeting. Final revisions will be made when the process is complete.

Step 8: The Refinement and Recycling of the Adaptations

Personnel: Adapters and facilitator (may be a representative committee of adapters).

Task: The adapters and facilitators refine or recycle all adaptations after getting input from other curriculum users. The final summary of adaptations will be completed and distributed to teachers for implementation.

Elaboration of Task: If satisfactory adaptation is not complete, repeat Steps 6 and 7 until adaptations are appropriate for all users. If satisfactory adaptation is complete, prepare for implementation using Form H, i.e., use final adaptations in classroom, assess their usage, and organize the adapted curriculum guide or supplement.

The adapter will consolidate information from Form H, Part I which is a summary of Forms F and G. The purpose of Form H, Part I is to consolidate, review, and refine the adaptations in preparation for Form H, Part II. Part I can be used to consolidate information from one classroom or several classrooms. Part II of Form H is used to record the refined adapted activity which ultimately becomes one of several lessons in the supplementary guide. Part II, Form H also includes an evaluation component to record the success of the adapted activity and allows for recommendations for further refinement.

FORM H

Adapted Activity Plan

Teacher's Name_____
Population_____
Curriculum_____
Lesson or Activity_____
Date_____

Directions for Completing Form H

Part I

1. Complete Form F, Basic Skills Profile, and Form G, Strategies for Adapting - Checklist and Log.
2. List strong or adequate skill areas.
3. List strategies for adapting curriculum for depressed or inadequate areas.
4. List depressed or inadequate skill areas.
5. List strategies for adapting curricula for depressed or inadequate skills.

Part II

6. Formulate and record activity or lesson integrating suggested activities.
7. Utilize this recording as a lesson plan when presenting to an individual or class.
8. Evaluate presentation of lesson or activity through a rating and explanation.
9. Record suggestions for further adaptations or amendments.

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Part I

List strong or adequate skill areas recorded on Form F, Basic Skills Profile.

List strategies for adapting curriculum recorded on Form G, Strategies for Adapting - Checklist and Log, for strong or adequate skills.

List depressed or inadequate skill areas recorded on Form F, Basic Skills Profile.

List strategies for adapting curriculum recorded on Form G, Strategies for Adapting - Checklist and Log, for depressed or inadequate skills.

Part II

Formulate and record activity or lesson integrating those strategies for adapting curriculum listed that pertain. Utilize this recording as a lesson plan when presenting this activity to an individual or class.

Objective:

Material

Teacher Presentation

Student Response

Evaluation

Evaluation of Activity or Lesson

Check rating to indicate the ability of adapted activity to meet the needs of students.

☐ Little or No Use ☐ Moderately Useful ☐ Very Useful

Explain the ability of the adapted activity to meet students needs.

Suggestions for further or amended activities.

Implementing the Adaptations

Now that you have completed the adaptation steps, you are ready to introduce the products of your efforts to more teachers and students for implementation and reviewed. In order to implement or test your adaptations you will need to find an appropriate system of distribution, appropriate test population, and method of assessment. Consider the following options and select the most appropriate ones for your own setting.

1. Distribution of the adaptations
    a. Give adaptations to teachers in one school for use with their students.
    b. Give sample adaptations to teachers in several schools for use with their students.
    c. Give sample adaptations to teachers in the total district for use with their students.

2. Initial test population
    a. Try adaptations with mainstreamed students of regular school ponulations.
    b. Try adaptations with special classroom students.
    c. Try adaptations with special school students.

3. Implementation assessment
    a. Re-use the Adaptation Strategies Checklist Log for activity ratings.

b. Take informal data collection through teacher discussions and interviews.

c. Conduct formal pre- and posttesting of student progress with adapted and non-adapted curriculum.

d. Recycle the Curriculum Users Rating Form after implementation of the adaptations in order to compare with initial survey to determine whether teachers' perceived curriculum needs have been met.

e. Assess all implementation data; indicate the need for further refinement of curriculum adaptations.

f. If you have been successful with the adaptation in one subject area, you may choose another subject area within the curriculum to adapt.

4. Adaptation consultants

a. Original adaptation team members may be available for consultation with the implementators through informal meetings as needed.

b. If adaptation of another subject area is to be undertaken, the original adaptation team can train peers in the adaptation process, and new teams can be formed.

Adaptation of the Process

This process has focused on the adaptation of curriculum materials currently in use with a school district. However, the process may also be modified for use in selecting and/or developing new curriculum materials for students with special needs. Modification of the process for these purposes might be achieved by selecting components of the process which generate information about student and teacher curriculum needs. For example, you may only need to use the Curriculum Rating Form as a tool to review new materials. The Basic Skills Profile Form might be used to determine what types of materials are necessary to meet specific student's needs.

Obviously, the key elements of the process are the creation of adaptations through classroom trials, the adaptation teams, and the synthesis meetings. The total process can be modified to fit the structure and organization of any school or school district.

Have You Met Your Goals?

This adaptation process should provide a more suitable, more satisfactory, more effective, and efficient way to supply high-quality special education to all who need it.

Did your efforts:

1. Improve the quality of education for the handicapped in a variety of content areas for a variety of individuals with special needs?
2. Incorporate an array of programs and services on a more cost-effective basis?
3. Establish personnel-preparatory programs, especially for regular elementary and secondary classroom teachers and specialists who are anxious about the presence of handicapped students in their classrooms?
4. Enhance and encourage the practice of mainstreaming handicapped students as well as improvement of attitudes toward handicapped students?
5. Provide improved communication and facilitate cooperative working relationships between regular and special education personnel.

APPENDIX

Table of Contents

1. Samples of Completed Forms for Individual Students from CEMREL's Aesthetic Education Curriculum Unit, Creating Word Pictures, Activity A

2. Samples of Completed Forms for CEMREL's Aesthetic Education Curriculum Unit, Creating Word Pictures, Activity A (The students represent three mainstreamed students in a regular third grade classroom.)

3. Diagram - Relationship of Strategies to a Variety of Student Basic Skills Deficits

4. Samples of Completed Forms for a Language Arts Activity

5. List of Technical Memoranda

APPENDIX 1

Samples of Completed Forms from CEMREL's
Aesthetic Education Curriculum Unit,
Creating Word Pictures, Activity A

Form F - 3 Individual Student Profiles*

Form G - 3 Strategies for Adapting Logs for Individual Students
(For purposes of illustration these were individualized. A teacher-adapter can use one form for all students for each activity. (See Appendix 2)

Form H - Part I, a consolidation for Forms F and G to synthesize the adapted activities by all adapters to be recorded on Part II.

*This method may be useful for Itinerant or Resource Teachers.

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An Educational Laboratory

FORM F

BASIC SKILLS PROFILE

Identify strong or adequate skill areas with +

Identify depressed or inadequate skill areas with -
as an overview and instructional plan for intervention.

I. ORAL AND WRITTEN COMMUNICATION *(Overlaps Reading, Language Arts, Mathematics and Art Skills)*

VISUAL PERCEPTION (Vis. Per.)

___ 1. DISCRIMINATE CONSTANCY OF FORM
___ 2. PERCEIVE OBJECTS IN FOREGROUND AND BACKGROUND AND TO MEANINGFULLY SEPARATE THEM
___ 3. PERCEIVE AN OBJECT IN RELATION TO THE OBSERVER
___ 4. COORDINATE VISION AND MOVEMENTS OF THE BODY
___ 5. TRACKING

VISUAL SKILLS FOR READING (Vis. Sks. Rd.)

___ 1. DISCRIMINATE COLOR
___ 2. DISCRIMINATE SIZES AND SHAPES
___ 3. DISCRIMINATE LETTERS
___ 4. DISCRIMINATE THE DIRECTIONALITY OF LETTERS
___ 5. REMEMBER LETTER NAMES AND WORDS
___ 6. REMEMBER PARTICULAR WORDS LEARNED MAINLY BY SIGHT
___ 7. RECOGNIZE STRUCTURAL PARTS OF WORDS

READING COMPREHENSION (Rd. Comp.)

± 1. READ TO GET THE MAIN IDEA
___ 2. REMEMBER SPECIFIC DETAILS

AUDITORY PERCEPTION (Aud. Per.)

− 1. LISTEN
___ 2. DISCRIMINATE SOUNDS
___ 3. PERCEIVE SOUND AT VARIOUS DISTANCES AND MEANINGFULLY SEPARATE THEM
___ 4. PERCEIVE AND RECOGNIZE SOUNDS (CONSONANTS, BLENDS, VOWELS)
___ 5. COMPREHEND WORDS (NOUNS, VERBS, ADJECTIVES, ADVERBS)
___ 6. COMPREHEND SENTENCES (DIRECTION, FUNCTION WORDS, PREPOSITIONS, CONNECTORS, QUESTION MARKS, HELPING WORDS)

AUDITORY SKILLS IN READING (Aud. Sks. Rd.)

___ 1. DISCRIMINATE AMONG LETTER SOUNDS
___ 2. DISCRIMINATE INITIAL AND FINAL LETTER SOUNDS
___ 3. BLEND SOUNDS
___ 4. REMEMBER THE SOUNDS OF LETTER AND WORDS

INNER LANGUAGE (In. Lang.)

___ 1. CREATE IMAGERY FOR SOUNDS, WORDS, CONCEPTS, ETC.
___ 2. DEMONSTRATE LOGICAL THINKING SKILLS

RECEPTIVE LANGUAGE (Rec. Lang.)

− 1. PERCEIVE AUDITORY SPEECH SOUNDS AND INTENSITIES
___ 2. COMPREHEND CONCRETE AND ABSTRACT WORDS
___ 3. COMPREHEND THE LINGUISTIC STRUCTURE OF SENTENCES
___ 4. FOLLOW DIRECTIONS
___ 5. LISTEN CRITICALLY AND MAKE JUDGMENTS

EXPRESSIVE LANGUAGE (Ex. Lang.)

___ 1. IMITATE VARIOUS SPEECH SOUNDS
___ 2. PRODUCE VARIOUS SPEECH SOUNDS AND INTENSITIES
___ 3. IMITATE WORDS AND SENTENCES
___ 4. FORMULATE WORDS AND SENTENCES
___ 5. USE CORRECT GRAMMATICAL AND STRUCTURAL LANGUAGE PATTERNS
___ 6. EXHIBIT SPOKEN LANGUAGE
___ 7. ANSWER VERBAL QUESTIONS

WRITTEN EXPRESSION (Wr. Ex.)

___ 1. DEMONSTRATE ABUNDANT EXPRESSIVE EXPERIENCES
± 2. COMPREHEND AND USE CORRECT SYNTACTICAL AND GRAMMATICAL PATTERNS

SPELLING (Sp.)

___ 1. REMEMBER THE FORM OF LETTERS
___ 2. REMEMBER THE SEQUENCE AND RULE FOR PARTICULAR WORDS

HANDWRITING (Hdwr.)

___ 1. MANIPULATE WRITING UTENSIL
___ 2. DEMONSTRATE MANUSCRIPT WRITING
___ 3. DEMONSTRATE CURSIVE WRITING
___ 4. POSITION PAPER, HAND, AND POSTURE

MEMORY (Mem.)

___ 1. ROTE
− 2. SHORT TERM
___ 3. LONG TERM
___ 4. SEQUENTIAL

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II. ARTS *(Overlaps Oral and Written Communications/ Reading/Math)*

MOTOR (Mtr.)

___ 1. DEMONSTRATE GROSS MOTOR SKILLS
___ 2. DEMONSTRATE HEAD CONTROL
___ 3. MAINTAIN SITTING BALANCE
___ 4. DEMONSTRATE ARM CONTROL
___ 5. UTILIZE ASSISTIVE DEVICES
___ 6. CRAWL
___ 7. STAND
___ 8. WALK
___ 9. EXHIBIT REFLEX RESPONSE
___ 10. UTILIZE RESPONSE MODE
___ 11. MAINTAIN BALANCE; MOVE RYTHMICALLY
___ 12. DEMONSTRATE BODY IMAGE AND AWARENESS
___ 13. DEMONSTRATE LATERAL CONSISTENCY IN BODY ORIENTATION
___ 14. MAINTAIN DIRECTIONAL ORIENTATION
___ 15. DEMONSTRATE FINE MOTOR SKILLS

PERCEPTION (Per.)

___ 1. PART - WHOLE RELATIONSHIPS
___ 2. DISCRIMINATE OBJECTS OR SOUNDS
___ 3. SPATIAL RELATIONSHIP
___ 4. FIGURE - GROUND
___ 5. CLOSURE

III. MATH *(Overlaps Reading/Arts)*
ARITHMETIC READINESS (Ar. Red.)

___ 1. DISCRIMINATE DIFFERENT SIZES, SHAPES, AND QUANTITIES
___ 2. DEMONSTRATE ONE-TO-ONE CORRESPONDENCE
___ 3. COUNT MEANINGFULLY
___ 4. ORDER NUMBER NAMES AND SETS

COMPUTATION (Comp.)

___ 1. IDENTIFY PLACE VALUE
___ 2. ADD, SUBTRACT, MULTIPLY, AND DIVIDE
___ 3. INTERPRET FRACTIONS
___ 4. TELL TIME
___ 5. COMPREHEND MONETARY VALUE

PROBLEM SOLVING (Prob. Solv.)

___ 1. INTERPRET LANGUAGE
___ 2. REASON AND ANALYZE SKILLS IN READING STORY PROBLEMS

IV. BEHAVIORAL (Beh.)

___ 1. COOPERATE
___ 2. DEMONSTRATE MOTIVATION
± 3. RESPOND TO PRAISE
___ 4. RESPOND TO DISCIPLINE OR CONSEQUENCES
___ 5. RELATE TO PEERS
___ 6. RELATE TO ADULTS
___ 7. DEPEND ON SELF
___ 8. ATTEND
___ 9. DEMONSTRATE SELF-CONTROL
___ 10. CONTROL FRUSTRATION
___ 11. FOLLOW DIRECTION
± 12. UTILIZE WORK HABITS
— 13. MAINTAIN SELF-CONCEPT

V. OTHER

— responds infrequently in class.

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FORM G

TIME

Suggested/Actual

_____ / _____

GROUP SIZE

_____

TEACHER Mary Jones

POPULATION Low - 3rd Grade

DATE Apr. 1 2 3, 1981

ACTIVITY TITLE Word Pictures A

STRATEGIES FOR ADAPTING - CHECKLIST AND LOG

Teacher Presentation and Classroom Management

	MATERIALS	EXPLANATION OF RECOMMENDATION OR ADAPTATION
	1. ENLARGE PRINT	
	2. REDUCE DISTRACTION ON PAGE	
	3. UTILIZE PICTURES AND ILLUSTRATIONS	
	4. CUT MATERIALS APART	
	5. ENLARGE SPACE IN WHICH STUDENT RESPONDS	
	6. ENLARGE SPACE BETWEEN WORDS AND SENTENCES	
	7. ENLARGE SPACE BETWEEN LINES	
	8. MODIFY VOCABULARY	
	9. UNDERLINE INFORMATION IN BOOKS	
	10. CUT PAPERS IN HALF	
V	11. PROVIDE MANIPULATIVES	add sensory chart
V	12. TAPE RECORD MATERIALS	tape record student book
	13. COLOR CODE MATERIALS	
	14. UTILIZE ARROWS FOR DIRECTIONALITY	
	15. LOCATE INFORMATION BY CODING	
	16. TRACE PICTURES OR SHAPES	
	17. TRACE SHAPES AND LINES	
	18. TRACE WORDS	
	19. CREATE MORE APPEALING MATERIALS THROUGH COLOR	
	INSTRUCTIONAL STRATEGIES	
	1. UTILIZE VARIETY OF TEACHING MODALITIES	
V	2. CHANGE MODALITY OF MATERIAL	learner writes responses
	3. UTILIZE SEVERAL MODALITIES SIMULTANEOUSLY	
	4. PUT SIMILAR TOPICS IN LEARNING CENTER	
	5. DEVELOP METHOD FOR LISTING CONCEPTS	
	6. UTILIZE DIRECTIVE QUESTIONING	
	7. ENCOURAGE DIVERGENT THINKING	
V	8. INCREASE REPETITION	repeat activity
	9. INTEGRATE SUBJECT MATTER	
	10. ELABORATE/EXTEND TASK	
	11. RELATE TO PAST LEARNING	
	12. GO FROM CONCRETE TO ABSTRACT	
	13. ADD CONCRETE DEMONSTRATION	
	14. TEACH TASK VOCABULARY	
	DIRECTIONS	
V	1. PROVIDE AN EXAMPLE WITH DIRECTIONS	provide samples of correct or desired responses
V	2. SIMPLIFY DIRECTIONS	
V	3. SPECIFY TASK	
	4. STUDENT REPEATS DIRECTIONS	
	5. STUDENT REWRITES DIRECTIONS IN OWN WORDS	
	6. CLARIFY EXPECTATIONS	
	MOTIVATION	
	1. PROVIDE REASONS FOR LEARNING	
	2. STUDENT PARTICIPATES IN THE DEVELOPMENT OF TASKS	
	3. UTILIZE STUDENT/TEACHER DEVELOPED GAMES	
	REINFORCEMENT	
V	1. REINFORCE SUCCESSIVE APPROXIMATION OF GOALS	
V	2. REINFORCE LEARNING	reinforce written & oral responses
V	3. UTILIZE PEER TEACHING	learner records peer responses on board
V	4. UTILIZE ADULT HELP	give individual help
	FEEDBACK	
	1. GIVE IMMEDIATE FEEDBACK AND REINFORCEMENT	
	2. PROVIDE FEEDBACK TO PARENTS	
	3. STUDENT SELF-CORRECTS WORK FOR IMMEDIATE FEEDBACK	

STRATEGIES FOR ADAPTING - CHECKLIST AND LOG

STUDENT RESPONSE

___ 1. RESPOND TO MULTIPLE MODALITIES
___ 2. CHANGE MODE OF RESPONSE

EVALUATION

___ 1. UTILIZE POSITIVE GRADING SYSTEM
___ 2. UTILIZE PROGRESS ASSESSMENT
___ 3. PROVIDE ALTERNATIVE EVALUATION PROCEDURE

COMMENTS

EXPLANATION OF RECOMMENDATION OR ADAPTATION

Experimental Version

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FORM H

Adapted Activity Plan

Teacher's Name Mary Jones
Population Low - 3rd grade
Curriculum Word Pictures
Lesson or Activity A
Date April 23, 1981

Directions for Completing Form H

Part I

1. Complete Form F, Basic Skills Profile, and Form G, Strategies for Adapting - Checklist and Log.
2. List strong or adequate skill areas.
3. List strategies for adapting curriculum for depressed or inadequate areas.
4. List depressed or inadequate skill areas.
5. List strategies for adapting curricula for depressed or inadequate skills.

Part II

6. Formulate and record activity or lesson integrating suggested activities.
7. Utilize this recording as a lesson plan when presenting to an individual or class.
8. Evaluate presentation of lesson or activity through a rating and explanation.
9. Record suggestions for further adaptations or amendments.

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Part I

List strong or adequate skill areas recorded on Form F, Basic Skills Profile.

1. organizes and completes task
2. responds to praise
3. reading comprehension (getting the main idea)
4. written expression (writes paragraphs of 3-4 sentences)

List strategies for adapting curriculum recorded on Form G, Strategies for Adapting - Checklist and Log, for strong or adequate skills.

1. learner writes responses
2. reinforce written and oral responses
3. learner records peer responses on board

List depressed or inadequate skill areas recorded on Form F, Basic Skills Profile.

1. speech disorder
2. short-term auditory memory
3. difficulty expressing self orally
4. responds infrequently
5. following direction
6. listen

List strategies for adapting curriculum recorded on Form G, Strategies for Adapting - Checklist and Log, for depressed or inadequate skills.

1. add sensory chart
2. tape record student book
3. provide individual help
4. provide examples with directions
5. specify tasks
6. repeat activity

Part II

Formulate and record activity or lesson integrating those strategies for adapting curriculum listed that pertain. Utilize this recording as a lesson plan when presenting this activity to an individual or class.

Objective:

Material

Teacher Presentation

Student Response

Evaluation

Evaluation of Activity or Lesson

Check rating to indicate the ability of adapted activity to meet the needs of students.

☐ Little or No Use ☐ Moderately Useful ☐ Very Useful

Explain the ability of the adapted activity to meet students needs.

Suggestions for further or amended activities.

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An Educational Laboratory

FORM F

BASIC SKILLS PROFILE

Identify strong or adequate skill areas with +

Identify depressed or inadequate skill areas with -
as an overview and instructional plan for intervention.

I. ORAL AND WRITTEN COMMUNICATION *(Overlaps Reading, Language Arts, Mathematics and Art Skills)*

VISUAL PERCEPTION (Vis. Per.)

___ 1. DISCRIMINATE CONSTANCY OF FORM
___ 2. PERCEIVE OBJECTS IN FOREGROUND AND BACKGROUND AND TO MEANINGFULLY SEPARATE THEM
___ 3. PERCEIVE AN OBJECT IN RELATION TO THE OBSERVER
___ 4. COORDINATE VISION AND MOVEMENTS OF THE BODY
___ 5. TRACKING

VISUAL SKILLS FOR READING (Vis. Sks. Rd.)

___ 1. DISCRIMINATE COLOR
___ 2. DISCRIMINATE SIZES AND SHAPES
___ 3. DISCRIMINATE LETTERS
___ 4. DISCRIMINATE THE DIRECTIONALITY OF LETTERS
___ 5. REMEMBER LETTER NAMES AND WORDS
___ 6. REMEMBER PARTICULAR WORDS LEARNED MAINLY BY SIGHT
___ 7. RECOGNIZE STRUCTURAL PARTS OF WORDS

READING COMPREHENSION (Rd. Comp.)

= 1. READ TO GET THE MAIN IDEA
= 2. REMEMBER SPECIFIC DETAILS

AUDITORY PERCEPTION (Aud. Per.)

___ 1. LISTEN
___ 2. DISCRIMINATE SOUNDS
___ 3. PERCEIVE SOUND AT VARIOUS DISTANCES AND MEANINGFULLY SEPARATE THEM
___ 4. PERCEIVE AND RECOGNIZE SOUNDS (CONSONANTS, BLENDS, VOWELS)
___ 5. COMPREHEND WORDS (NOUNS, VERBS, ADJECTIVES, ADVERBS)
___ 6. COMPREHEND SENTENCES (DIRECTION, FUNCTION WORDS, PREPOSITIONS, CONNECTORS, QUESTION MARKS, HELPING WORDS)

AUDITORY SKILLS IN READING (Aud. Sks. Rd.)

___ 1. DISCRIMINATE AMONG LETTER SOUNDS
___ 2. DISCRIMINATE INITIAL AND FINAL LETTER SOUNDS
___ 3. BLEND SOUNDS
___ 4. REMEMBER THE SOUNDS OF LETTER AND WORDS

INNER LANGUAGE (In. Lang.)

___ 1. CREATE IMAGERY FOR SOUNDS, WORDS, CONCEPTS, ETC.
___ 2. DEMONSTRATE LOGICAL THINKING SKILLS

RECEPTIVE LANGUAGE (Rec. Lang.)

___ 1. PERCEIVE AUDITORY SPEECH SOUNDS AND INTENSITIES
___ 2. COMPREHEND CONCRETE AND ABSTRACT WORDS
___ 3. COMPREHEND THE LINGUISTIC STRUCTURE OF SENTENCES
___ 4. FOLLOW DIRECTIONS
___ 5. LISTEN CRITICALLY AND MAKE JUDGMENTS

EXPRESSIVE LANGUAGE (Ex. Lang.)

___ 1. IMITATE VARIOUS SPEECH SOUNDS
___ 2. PRODUCE VARIOUS SPEECH SOUNDS AND INTENSITIES
___ 3. IMITATE WORDS AND SENTENCES
___ 4. FORMULATE WORDS AND SENTENCES
___ 5. USE CORRECT GRAMMATICAL AND STRUCTURAL LANGUAGE PATTERNS
+ 6. EXHIBIT SPOKEN LANGUAGE
___ 7. ANSWER VERBAL QUESTIONS

WRITTEN EXPRESSION (Wr. Ex.)

+ 1. DEMONSTRATE ABUNDANT EXPRESSIVE EXPERIENCES
+ 2. COMPREHEND AND USE CORRECT SYNTACTICAL AND GRAMMATICAL PATTERNS

SPELLING (Sp.)

= 1. REMEMBER THE FORM OF LETTERS
= 2. REMEMBER THE SEQUENCE AND RULE FOR PARTICULAR WORDS

HANDWRITING (Hdwr.)

___ 1. MANIPULATE WRITING UTENSIL
___ 2. DEMONSTRATE MANUSCRIPT WRITING
___ 3. DEMONSTRATE CURSIVE WRITING
___ 4. POSITION PAPER, HAND, AND POSTURE

MEMORY (Mem.)

___ 1. ROTE
= 2. SHORT TERM
___ 3. LONG TERM
___ 4. SEQUENTIAL

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II. ARTS *(Overlaps Oral and Written Communications/ Reading/Math)*

MOTOR (Mtr.)

___ 1. DEMONSTRATE GROSS MOTOR SKILLS
___ 2. DEMONSTRATE HEAD CONTROL
___ 3. MAINTAIN SITTING BALANCE
___ 4. DEMONSTRATE ARM CONTROL
___ 5. UTILIZE ASSISTIVE DEVICES
___ 6. CRAWL
___ 7. STAND
___ 8. WALK
___ 9. EXHIBIT REFLEX RESPONSE
___ 10. UTILIZE RESPONSE MODE
___ 11. MAINTAIN BALANCE; MOVE RYTHMICALLY
___ 12. DEMONSTRATE BODY IMAGE AND AWARENESS
___ 13. DEMONSTRATE LATERAL CONSISTENCY IN BODY ORIENTATION
___ 14. MAINTAIN DIRECTIONAL ORIENTATION
___ 15. DEMONSTRATE FINE MOTOR SKILLS

PERCEPTION (Per.)

___ 1. PART - WHOLE RELATIONSHIPS
___ 2. DISCRIMINATE OBJECTS OR SOUNDS
___ 3. SPATIAL RELATIONSHIP
___ 4. FIGURE - GROUND
___ 5. CLOSURE

III. MATH *(Overlaps Reading/Arts)*
ARITHMETIC READINESS (Ar. Red.)

___ 1. DISCRIMINATE DIFFERENT SIZES, SHAPES, AND QUANTITIES
___ 2. DEMONSTRATE ONE-TO-ONE CORRESPONDENCE
___ 3. COUNT MEANINGFULLY
___ 4. ORDER NUMBER NAMES AND SETS

COMPUTATION (Comp.)

___ 1. IDENTIFY PLACE VALUE
___ 2. ADD, SUBTRACT, MULTIPLY, AND DIVIDE
___ 3. INTERPRET FRACTIONS
___ 4. TELL TIME
___ 5. COMPREHEND MONETARY VALUE

PROBLEM SOLVING (Prob. Solv.)

___ 1. INTERPRET LANGUAGE
___ 2. REASON AND ANALYZE SKILLS IN READING STORY PROBLEMS

IV. BEHAVIORAL (Beh.)

___ 1. COOPERATE
± 2. DEMONSTRATE MOTIVATION
___ 3. RESPOND TO PRAISE
___ 4. RESPOND TO DISCIPLINE OR CONSEQUENCES
___ 5. RELATE TO PEERS
___ 6. RELATE TO ADULTS
___ 7. DEPEND ON SELF
___ 8. ATTEND
___ 9. DEMONSTRATE SELF-CONTROL
___ 10. CONTROL FRUSTRATION
___ 11. FOLLOW DIRECTION
___ 12. UTILIZE WORK HABITS
___ 13. MAINTAIN SELF-CONCEPT

V. OTHER

± initiates task

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FORM G

TIME

Suggested/Actual

/

GROUP SIZE

TEACHER Mary Jones

POPULATION Mike - 3rd grade

DATE April 23, 1981

ACTIVITY TITLE Lord Pictures A

STRATEGIES FOR ADAPTING - CHECKLIST AND LOG

Teacher Presentation and Classroom Management

		EXPLANATION OF RECOMMENDATION OR ADAPTATION
	MATERIALS	
	1. ENLARGE PRINT	
	2. REDUCE DISTRACTION ON PAGE	
	3. UTILIZE PICTURES AND ILLUSTRATIONS	
	4. CUT MATERIALS APART	
	5. ENLARGE SPACE IN WHICH STUDENT RESPONDS	
	6. ENLARGE SPACE BETWEEN WORDS AND SENTENCES	
	7. ENLARGE SPACE BETWEEN LINES	
	8. MODIFY VOCABULARY	
✓	9. UNDERLINE INFORMATION IN BOOKS	
	10. CUT PAPERS IN HALF	
✓	11. PROVIDE MANIPULATIVES	student refers to chart. reduce cards, add sensory chart
✓	12. TAPE RECORD MATERIALS	tape record student book
	13. COLOR CODE MATERIALS	
	14. UTILIZE ARROWS FOR DIRECTIONALITY	
	15. LOCATE INFORMATION BY CODING	
	16. TRACE PICTURES OR SHAPES	
	17. TRACE SHAPES AND LINES	
	18. TRACE WORDS	
	19. CREATE MORE APPEALING MATERIALS THROUGH COLOR	
	INSTRUCTIONAL STRATEGIES	
✓	1. UTILIZE VARIETY OF TEACHING MODALITIES	present directions orally, chart, and on tape
	2. CHANGE MODALITY OF MATERIAL	
✓	3. UTILIZE SEVERAL MODALITIES SIMULTANEOUSLY	writes student response on board
	4. PUT SIMILAR TOPICS IN LEARNING CENTER	
	5. DEVELOP METHOD FOR LISTING CONCEPTS	
	6. UTILIZE DIRECTIVE QUESTIONING	
	7. ENCOURAGE DIVERGENT THINKING	
✓	8. INCREASE REPETITION	repeat activity
	9. INTEGRATE SUBJECT MATTER	
	10. ELABORATE/EXTEND TASK	
	11. RELATE TO PAST LEARNING	
	12. GO FROM CONCRETE TO ABSTRACT	
	13. ADD CONCRETE DEMONSTRATION	
	14. TEACH TASK VOCABULARY	
	DIRECTIONS	
	1. PROVIDE AN EXAMPLE WITH DIRECTIONS	
	2. SIMPLIFY DIRECTIONS	
	3. SPECIFY TASK	
	4. STUDENT REPEATS DIRECTIONS	
✓	5. STUDENT REWRITES DIRECTIONS IN OWN WORDS	
	6. CLARIFY EXPECTATIONS	
	MOTIVATION	
	1. PROVIDE REASONS FOR LEARNING	
	2. STUDENT PARTICIPATES IN THE DEVELOPMENT OF TASKS	
	3. UTILIZE STUDENT/TEACHER DEVELOPED GAMES	
	REINFORCEMENT	
	1. REINFORCE SUCCESSIVE APPROXIMATION OF GOALS	
✓	2. REINFORCE LEARNING	reinforce responses
✓	3. UTILIZE PEER TEACHING	team with student who illustrates. Mike writes descriptions
✓	4. UTILIZE ADULT HELP	pass out blue word cards
	FEEDBACK	
	1. GIVE IMMEDIATE FEEDBACK AND REINFORCEMENT	
	2. PROVIDE FEEDBACK TO PARENTS	
	3. STUDENT SELF-CORRECTS WORK FOR IMMEDIATE FEEDBACK	

STUDENT RESPONSE

___ 1. RESPOND TO MULTIPLE MODALITIES
___ 2. CHANGE MODE OF RESPONSE

EVALUATION

___ 1. UTILIZE POSITIVE GRADING SYSTEM
___ 2. UTILIZE PROGRESS ASSESSMENT
___ 3. PROVIDE ALTERNATIVE EVALUATION PROCEDURE

COMMENTS

EXPLANATION OF RECOMMENDATION OR ADAPTATION

Experimental Version

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FORM H

Adapted Activity Plan

Teacher's Name Mary Jones
Population Mike - 3rd Grade
Curriculum Word Pictures
Lesson or Activity A
Date April 23, 1981

Directions for Completing Form H

Part I

1. Complete Form F, Basic Skills Profile, and Form G, Strategies for Adapting - Checklist and Log.
2. List strong or adequate skill areas.
3. List strategies for adapting curriculum for depressed or inadequate areas.
4. List depressed or inadequate skill areas.
5. List strategies for adapting curricula for depressed or inadequate skills.

Part II

6. Formulate and record activity or lesson integrating suggested activities.
7. Utilize this recording as a lesson plan when presenting to an individual or class.
8. Evaluate presentation of lesson or activity through a rating and explanation.
9. Record suggestions for further adaptations or amendments.

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Part I

List strong or adequate skill areas recorded on Form F, Basic Skills Profile.

1. written expression skills
2. expressive language skills
3. demonstrates motivation
4. initiates tasks

List strategies for adapting curriculum recorded on Form G, Strategies for Adapting - Checklist and Log, for strong or adequate skills.

1. team with student who illustrates,
   Mike writes description

List depressed or inadequate skill areas recorded on Form F, Basic Skills Profile.

1. listening
2. short-term memory
3. difficulty completing tasks
   (work habits)
4. comprehension skills - remembering details
   and getting the main idea
5. withdrawn if frustrated
6. impulsive

List strategies for adapting curriculum recorded on Form G, Strategies for Adapting - Checklist and Log, for depressed or inadequate skills.

1. add sensory chart explaining terms
2. reduce number of word cards
3. tape record student book
4. underline information in book
5. write student responses on board
6. reinforce responses
7. present directions orally, on chart and on tape
8. pass out blue word cards
9. learner responds to sensory chart
10. learner rewrites directions for referral during task
11. learner refers to chart illustrating directions
12. learner repeats activity

Part II

Formulate and record activity or lesson integrating those strategies for adapting curriculum listed that pertain. Utilize this recording as a lesson plan when presenting this activity to an individual or class.

Objective:

Material

Teacher Presentation

Student Response

Evaluation

Evaluation of Activity or Lesson

Check rating to indicate the ability of adapted activity to meet the needs of students.

☐ Little or No Use ☐ Moderately Useful ☐ Very Useful

Explain the ability of the adapted activity to meet students needs.

Suggestions for further or amended activities.

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An Educational Laboratory

FORM F

BASIC SKILLS PROFILE

Identify strong or adequate skill areas with +

Identify depressed or inadequate skill areas with -
as an overview and instructional plan for intervention.

I. ORAL AND WRITTEN COMMUNICATION *(Overlaps Reading, Language Arts, Mathematics and Art Skills)*

VISUAL PERCEPTION (Vis. Per.)

___ 1. DISCRIMINATE CONSTANCY OF FORM
___ 2. PERCEIVE OBJECTS IN FOREGROUND AND BACKGROUND AND TO MEANINGFULLY SEPARATE THEM
___ 3. PERCEIVE AN OBJECT IN RELATION TO THE OBSERVER
___ 4. COORDINATE VISION AND MOVEMENTS OF THE BODY
___ 5. TRACKING

VISUAL SKILLS FOR READING (Vis. Sks. Rd.)

___ 1. DISCRIMINATE COLOR
___ 2. DISCRIMINATE SIZES AND SHAPES
___ 3. DISCRIMINATE LETTERS
___ 4. DISCRIMINATE THE DIRECTIONALITY OF LETTERS
___ 5. REMEMBER LETTER NAMES AND WORDS
___ 6. REMEMBER PARTICULAR WORDS LEARNED MAINLY BY SIGHT
___ 7. RECOGNIZE STRUCTURAL PARTS OF WORDS

READING COMPREHENSION (Rd. Comp.)

___ 1. READ TO GET THE MAIN IDEA
___ 2. REMEMBER SPECIFIC DETAILS

AUDITORY PERCEPTION (Aud. Per.)

+ 1. LISTEN
___ 2. DISCRIMINATE SOUNDS
___ 3. PERCEIVE SOUND AT VARIOUS DISTANCES AND MEANINGFULLY SEPARATE THEM
___ 4. PERCEIVE AND RECOGNIZE SOUNDS (CONSONANTS, BLENDS, VOWELS)
___ 5. COMPREHEND WORDS (NOUNS, VERBS, ADJECTIVES, ADVERBS)
___ 6. COMPREHEND SENTENCES (DIRECTION, FUNCTION WORDS, PREPOSITIONS, CONNECTORS, QUESTION MARKS, HELPING WORDS)

AUDITORY SKILLS IN READING (Aud. Sks. Rd.)

___ 1. DISCRIMINATE AMONG LETTER SOUNDS
___ 2. DISCRIMINATE INITIAL AND FINAL LETTER SOUNDS
___ 3. BLEND SOUNDS
___ 4. REMEMBER THE SOUNDS OF LETTER AND WORDS

INNER LANGUAGE (In. Lang.)

___ 1. CREATE IMAGERY FOR SOUNDS, WORDS, CONCEPTS, ETC.
___ 2. DEMONSTRATE LOGICAL THINKING SKILLS

RECEPTIVE LANGUAGE (Rec. Lang.)

___ 1. PERCEIVE AUDITORY SPEECH SOUNDS AND INTENSITIES
___ 2. COMPREHEND CONCRETE AND ABSTRACT WORDS
___ 3. COMPREHEND THE LINGUISTIC STRUCTURE OF SENTENCES
___ 4. FOLLOW DIRECTIONS
___ 5. LISTEN CRITICALLY AND MAKE JUDGMENTS

EXPRESSIVE LANGUAGE (Ex. Lang.)

___ 1. IMITATE VARIOUS SPEECH SOUNDS
___ 2. PRODUCE VARIOUS SPEECH SOUNDS AND INTENSITIES
___ 3. IMITATE WORDS AND SENTENCES
___ 4. FORMULATE WORDS AND SENTENCES
___ 5. USE CORRECT GRAMMATICAL AND STRUCTURAL LANGUAGE PATTERNS
+ 6. EXHIBIT SPOKEN LANGUAGE
___ 7. ANSWER VERBAL QUESTIONS

WRITTEN EXPRESSION (Wr. Ex.)

- 1. DEMONSTRATE ABUNDANT EXPRESSIVE EXPERIENCES
- 2. COMPREHEND AND USE CORRECT SYNTACTICAL AND GRAMMATICAL PATTERNS

SPELLING (Sp.)

- 1. REMEMBER THE FORM OF LETTERS
- 2. REMEMBER THE SEQUENCE AND RULE FOR PARTICULAR WORDS

HANDWRITING (Hdwr.)

___ 1. MANIPULATE WRITING UTENSIL
- 2. DEMONSTRATE MANUSCRIPT WRITING
- 3. DEMONSTRATE CURSIVE WRITING
___ 4. POSITION PAPER, HAND, AND POSTURE

MEMORY (Mem.)

- 1. ROTE
- 2. SHORT TERM
- 3. LONG TERM
- 4. SEQUENTIAL

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II. ARTS *(Overlaps Oral and Written Communications/ Reading/Math)*

MOTOR (Mtr.)

___ 1. DEMONSTRATE GROSS MOTOR SKILLS
___ 2. DEMONSTRATE HEAD CONTROL
___ 3. MAINTAIN SITTING BALANCE
___ 4. DEMONSTRATE ARM CONTROL
___ 5. UTILIZE ASSISTIVE DEVICES
___ 6. CRAWL
___ 7. STAND
___ 8. WALK
___ 9. EXHIBIT REFLEX RESPONSE
___ 10. UTILIZE RESPONSE MODE
___ 11. MAINTAIN BALANCE; MOVE RYTHMICALLY
___ 12. DEMONSTRATE BODY IMAGE AND AWARENESS
___ 13. DEMONSTRATE LATERAL CONSISTENCY IN BODY ORIENTATION
___ 14. MAINTAIN DIRECTIONAL ORIENTATION
___ 15. DEMONSTRATE FINE MOTOR SKILLS

PERCEPTION (Per.)

___ 1. PART - WHOLE RELATIONSHIPS
___ 2. DISCRIMINATE OBJECTS OR SOUNDS
___ 3. SPATIAL RELATIONSHIP
___ 4. FIGURE - GROUND
___ 5. CLOSURE

III. MATH *(Overlaps Reading/Arts)*
ARITHMETIC READINESS (Ar. Red.)

___ 1. DISCRIMINATE DIFFERENT SIZES, SHAPES, AND QUANTITIES
___ 2. DEMONSTRATE ONE-TO-ONE CORRESPONDENCE
___ 3. COUNT MEANINGFULLY
___ 4. ORDER NUMBER NAMES AND SETS

COMPUTATION (Comp.)

___ 1. IDENTIFY PLACE VALUE
___ 2. ADD, SUBTRACT, MULTIPLY, AND DIVIDE
___ 3. INTERPRET FRACTIONS
___ 4. TELL TIME
___ 5. COMPREHEND MONETARY VALUE

PROBLEM SOLVING (Prob. Solv.)

___ 1. INTERPRET LANGUAGE
___ 2. REASON AND ANALYZE SKILLS IN READING STORY PROBLEMS

IV. BEHAVIORAL (Beh.)

___ 1. COOPERATE
___ 2. DEMONSTRATE MOTIVATION
___ 3. RESPOND TO PRAISE
___ 4. RESPOND TO DISCIPLINE OR CONSEQUENCES
___ 5. RELATE TO PEERS
___ 6. RELATE TO ADULTS
___ 7. DEPEND ON SELF
___ 8. ATTEND
___ 9. DEMONSTRATE SELF-CONTROL
___ 10. CONTROL FRUSTRATION
___ 11. FOLLOW DIRECTION
___ 12. UTILIZE WORK HABITS
___ 13. MAINTAIN SELF-CONCEPT

V. OTHER

___
___
___
___

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FORM G

TIME

Suggested/Actual

_____ / _____

GROUP SIZE

_____

TEACHER Mary Jones

POPULATION June - 3rd Grade

DATE April 23, 1981

ACTIVITY TITLE Word Pictures A

STRATEGIES FOR ADAPTING - CHECKLIST AND LOG

Teacher Presentation and Classroom Management

	MATERIALS	EXPLANATION OF RECOMMENDATION OR ADAPTATION
	1. ENLARGE PRINT	
	2. REDUCE DISTRACTION ON PAGE	
	3. UTILIZE PICTURES AND ILLUSTRATIONS	
	4. CUT MATERIALS APART	
	5. ENLARGE SPACE IN WHICH STUDENT RESPONDS	
	6. ENLARGE SPACE BETWEEN WORDS AND SENTENCES	
	7. ENLARGE SPACE BETWEEN LINES	
	8. MODIFY VOCABULARY	
✓	9. UNDERLINE INFORMATION IN BOOKS	underline information in student book
	10. CUT PAPERS IN HALF	
✓	11. PROVIDE MANIPULATIVES	
✓	12. TAPE RECORD MATERIALS	add sensory chart
	13. COLOR CODE MATERIALS	
	14. UTILIZE ARROWS FOR DIRECTIONALITY	
	15. LOCATE INFORMATION BY CODING	
	16. TRACE PICTURES OR SHAPES	
	17. TRACE SHAPES AND LINES	
	18. TRACE WORDS	
	19. CREATE MORE APPEALING MATERIALS THROUGH COLOR	
✓	12. TAPE RECORD MATERIALS	reduce number of cards

	INSTRUCTIONAL STRATEGIES	
✓	1. UTILIZE VARIETY OF TEACHING MODALITIES	refer to chart for sensory word
✓	2. CHANGE MODALITY OF MATERIAL	
	3. UTILIZE SEVERAL MODALITIES SIMULTANEOUSLY	present directions orally and written
	4. PUT SIMILAR TOPICS IN LEARNING CENTER	
	5. DEVELOP METHOD FOR LISTING CONCEPTS	
	6. UTILIZE DIRECTIVE QUESTIONING	
	7. ENCOURAGE DIVERGENT THINKING	
✓	8. INCREASE REPETITION	repeat activity
	9. INTEGRATE SUBJECT MATTER	
	10. ELABORATE/EXTEND TASK	repeat directions
	11. RELATE TO PAST LEARNING	
	12. GO FROM CONCRETE TO ABSTRACT	
	13. ADD CONCRETE DEMONSTRATION	
	14. TEACH TASK VOCABULARY	

	DIRECTIONS	
✓	1. PROVIDE AN EXAMPLE WITH DIRECTIONS	utilize examples of desired responses
	2. SIMPLIFY DIRECTIONS	
✓	3. SPECIFY TASK	specify task and response desired
	4. STUDENT REPEATS DIRECTIONS	
	5. STUDENT REWRITES DIRECTIONS IN OWN WORDS	
	6. CLARIFY EXPECTATIONS	

	MOTIVATION	
	1. PROVIDE REASONS FOR LEARNING	
	2. STUDENT PARTICIPATES IN THE DEVELOPMENT OF TASKS	
	3. UTILIZE STUDENT/TEACHER DEVELOPED GAMES	

	REINFORCEMENT	
	1. REINFORCE SUCCESSIVE APPROXIMATION OF GOALS	
✓	2. REINFORCE LEARNING	learner records answers as examples for class
	3. UTILIZE PEER TEACHING	
	4. UTILIZE ADULT HELP	

	FEEDBACK	
	1. GIVE IMMEDIATE FEEDBACK AND REINFORCEMENT	
	2. PROVIDE FEEDBACK TO PARENTS	
	3. STUDENT SELF-CORRECTS WORK FOR IMMEDIATE FEEDBACK	

STUDENT RESPONSE

___ 1. RESPOND TO MULTIPLE MODALITIES
___ 2. CHANGE MODE OF RESPONSE

EVALUATION

___ 1. UTILIZE POSITIVE GRADING SYSTEM
___ 2. UTILIZE PROGRESS ASSESSMENT
___ 3. PROVIDE ALTERNATIVE EVALUATION PROCEDURE

COMMENTS

EXPLANATION OF RECOMMENDATION OR ADAPTATION

Experimental Version

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FORM H

Adapted Activity Plan

Teacher's Name Mary Jones
Population 3rd Grade - Jane
Curriculum Word Pictures
Lesson or Activity A
Date April 23, 1981

Directions for Completing Form H

Part I

1. Complete Form F, Basic Skills Profile, and Form G, Strategies for Adapting - Checklist and Log.
2. List strong or adequate skill areas.
3. List strategies for adapting curriculum for depressed or inadequate areas.
4. List depressed or inadequate skill areas.
5. List strategies for adapting curricula for depressed or inadequate skills.

Part II

6. Formulate and record activity or lesson integrating suggested activities.
7. Utilize this recording as a lesson plan when presenting to an individual or class.
8. Evaluate presentation of lesson or activity through a rating and explanation.
9. Record suggestions for further adaptations or amendments.

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Part I

List strong or adequate skill areas recorded on Form F, Basic Skills Profile.

1. expresses self orally
2. listens
3. attends to directions and tasks
4. motivated to learn
5. relates well to peers and adults

List strategies for adapting curriculum recorded on Form G, Strategies for Adapting - Checklist and Log, for strong or adequate skills.

1. learner responds orally
2. tape record answers as examples for class
3. reinforce correct or desired responses

List depressed or inadequate skill areas recorded on Form F, Basic Skills Profile.

1. visual and auditory skills in reading
2. manipulating materials
3. memory skills
4. sequencing or putting events in a logical order
5. following directions
6. handwriting

List strategies for adapting curriculum recorded on Form G, Strategies for Adapting - Checklist and Log, for depressed or inadequate skills.

1. add sensory chart
2. reduce number of cards
3. underline information
4. write word cards on board
5. present directions orally and written
6. utilize examples of desired responses
7. specify task and responses desired
8. record directions and examples
9. repeat directions, responses, and activity
10. reinforce correct or desired response
11. learner responds orally
12. refer to chart for sensory words
13. illustrate responses
14. learner records answer as examples for class

Part II

Formulate and record activity or lesson integrating those strategies for adapting curriculum listed that pertain. Utilize this recording as a lesson plan when presenting this activity to an individual or class.

Objective:

Material

Teacher Presentation

Student Response

Evaluation

Evaluation of Activity or Lesson

Check rating to indicate the ability of adapted activity to meet the needs of students.

☐ Little or No Use ☐ Moderately Useful ☐ Very Useful

Explain the ability of the adapted activity to meet students needs.

Suggestions for further or amended activities.

APPENDIX 2

Samples of Completed Forms for CEMREL's
Aesthetic Education Curriculum Unit
Creating Word Pictures, Activity A

The students represent three mainstreamed students in a regular third grade classroom.

Form F - A consolidation of the three individual profiles from Appendix 1 to reflect total strengths and weaknesses of students with special needs. The number three is arbitrary. The information on this form could represent any number of students.

Form G - A consolidation of adaptations for the three individual Logs Appendix 1.

Form H - Part I. Forms F and G would be shared at the synthesis meeting where discussion, review, and recommendations for refinement would take place resulting in the integration of information as it appears on Part I of Form H.

Form H - Part II. Part II becomes the adapted activity, which is now ready for implementation and evaluation.

FORM F

BASIC SKILLS PROFILE

Identify strong or adequate skill areas with +

Identify depressed or inadequate skill areas with -
as an overview and instructional plan for intervention.

I. ORAL AND WRITTEN COMMUNICATION *(Overlaps Reading, Language Arts, Mathematics and Art Skills)*

VISUAL PERCEPTION (Vis. Per.)

___ 1. DISCRIMINATE CONSTANCY OF FORM
___ 2. PERCEIVE OBJECTS IN FOREGROUND AND BACKGROUND AND TO MEANINGFULLY SEPARATE THEM
___ 3. PERCEIVE AN OBJECT IN RELATION TO THE OBSERVER
___ 4. COORDINATE VISION AND MOVEMENTS OF THE BODY
___ 5. TRACKING

VISUAL SKILLS FOR READING (Vis. Sks. Rd.)

___ 1. DISCRIMINATE COLOR
___ 2. DISCRIMINATE SIZES AND SHAPES
___ 3. DISCRIMINATE LETTERS
___ 4. DISCRIMINATE THE DIRECTIONALITY OF LETTERS
___ 5. REMEMBER LETTER NAMES AND WORDS
___ 6. REMEMBER PARTICULAR WORDS LEARNED MAINLY BY SIGHT
___ 7. RECOGNIZE STRUCTURAL PARTS OF WORDS

READING COMPREHENSION (Rd. Comp.)

− ± 1. READ TO GET THE MAIN IDEA
− 2. REMEMBER SPECIFIC DETAILS

AUDITORY PERCEPTION (Aud. Per.)

+ − 1. LISTEN
___ 2. DISCRIMINATE SOUNDS
___ 3. PERCEIVE SOUND AT VARIOUS DISTANCES AND MEANINGFULLY SEPARATE THEM
___ 4. PERCEIVE AND RECOGNIZE SOUNDS (CONSONANTS, BLENDS, VOWELS)
___ 5. COMPREHEND WORDS (NOUNS, VERBS, ADJECTIVES, ADVERBS)
___ 6. COMPREHEND SENTENCES (DIRECTION, FUNCTION WORDS, PREPOSITIONS, CONNECTORS, QUESTION MARKS, HELPING WORDS)

AUDITORY SKILLS IN READING (Aud. Sks. Rd.)

___ 1. DISCRIMINATE AMONG LETTER SOUNDS
___ 2. DISCRIMINATE INITIAL AND FINAL LETTER SOUNDS
___ 3. BLEND SOUNDS
___ 4. REMEMBER THE SOUNDS OF LETTER AND WORDS

INNER LANGUAGE (In. Lang.)

___ 1. CREATE IMAGERY FOR SOUNDS, WORDS, CONCEPTS, ETC.
___ 2. DEMONSTRATE LOGICAL THINKING SKILLS

RECEPTIVE LANGUAGE (Rec. Lang.)

− 1. PERCEIVE AUDITORY SPEECH SOUNDS AND INTENSITIES
___ 2. COMPREHEND CONCRETE AND ABSTRACT WORDS
___ 3. COMPREHEND THE LINGUISTIC STRUCTURE OF SENTENCES
− 4. FOLLOW DIRECTIONS
− 5. LISTEN CRITICALLY AND MAKE JUDGMENTS

EXPRESSIVE LANGUAGE (Ex. Lang.)

___ 1. IMITATE VARIOUS SPEECH SOUNDS
− 2. PRODUCE VARIOUS SPEECH SOUNDS AND INTENSITIES
___ 3. IMITATE WORDS AND SENTENCES
___ 4. FORMULATE WORDS AND SENTENCES
___ 5. USE CORRECT GRAMMATICAL AND STRUCTURAL LANGUAGE PATTERNS
+ − 6. EXHIBIT SPOKEN LANGUAGE
___ 7. ANSWER VERBAL QUESTIONS

WRITTEN EXPRESSION (Wr. Ex.)

− + 1. DEMONSTRATE ABUNDANT EXPRESSIVE EXPERIENCES
− ± 2. COMPREHEND AND USE CORRECT SYNTACTICAL AND GRAMMATICAL PATTERNS

SPELLING (Sp.)

− 1. REMEMBER THE FORM OF LETTERS
− 2. REMEMBER THE SEQUENCE AND RULE FOR PARTICULAR WORDS

HANDWRITING (Hdwr.)

___ 1. MANIPULATE WRITING UTENSIL
− 2. DEMONSTRATE MANUSCRIPT WRITING
___ 3. DEMONSTRATE CURSIVE WRITING
___ 4. POSITION PAPER, HAND, AND POSTURE

MEMORY (Mem.)

− 1. ROTE
− 2. SHORT TERM
− 3. LONG TERM
− 4. SEQUENTIAL

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II. ARTS *(Overlaps Oral and Written Communications/ Reading/Math)*

MOTOR (Mtr.)

___ 1. DEMONSTRATE GROSS MOTOR SKILLS
___ 2. DEMONSTRATE HEAD CONTROL
___ 3. MAINTAIN SITTING BALANCE
___ 4. DEMONSTRATE ARM CONTROL
___ 5. UTILIZE ASSISTIVE DEVICES
___ 6. CRAWL
___ 7. STAND
___ 8. WALK
___ 9. EXHIBIT REFLEX RESPONSE
___ 10. UTILIZE RESPONSE MODE
___ 11. MAINTAIN BALANCE; MOVE RYTHMICALLY
___ 12. DEMONSTRATE BODY IMAGE AND AWARENESS
___ 13. DEMONSTRATE LATERAL CONSISTENCY IN BODY ORIENTATION
___ 14. MAINTAIN DIRECTIONAL ORIENTATION
___ 15. DEMONSTRATE FINE MOTOR SKILLS

PERCEPTION (Per.)

___ 1. PART - WHOLE RELATIONSHIPS
___ 2. DISCRIMINATE OBJECTS OR SOUNDS
___ 3. SPATIAL RELATIONSHIP
___ 4. FIGURE - GROUND
___ 5. CLOSURE

III. MATH *(Overlaps Reading/Arts)*
ARITHMETIC READINESS (Ar. Red.)

___ 1. DISCRIMINATE DIFFERENT SIZES, SHAPES, AND QUANTITIES
___ 2. DEMONSTRATE ONE-TO-ONE CORRESPONDENCE
___ 3. COUNT MEANINGFULLY
___ 4. ORDER NUMBER NAMES AND SETS

COMPUTATION (Comp.)

___ 1. IDENTIFY PLACE VALUE
___ 2. ADD, SUBTRACT, MULTIPLY, AND DIVIDE
___ 3. INTERPRET FRACTIONS
___ 4. TELL TIME
___ 5. COMPREHEND MONETARY VALUE

PROBLEM SOLVING (Prob. Solv.)

___ 1. INTERPRET LANGUAGE
___ 2. REASON AND ANALYZE SKILLS IN READING STORY PROBLEMS

IV. BEHAVIORAL (Beh.)

___ 1. COOPERATE
___ 2. DEMONSTRATE MOTIVATION
___ 3. RESPOND TO PRAISE
___ 4. RESPOND TO DISCIPLINE OR CONSEQUENCES
___ 5. RELATE TO PEERS
___ 6. RELATE TO ADULTS
___ 7. DEPEND ON SELF
+ ___ 8. ATTEND
___ 9. DEMONSTRATE SELF-CONTROL
___ 10. CONTROL FRUSTRATION
___ 11. FOLLOW DIRECTION
− ___ 12. UTILIZE WORK HABITS
___ 13. MAINTAIN SELF-CONCEPT

V. OTHER

responds infrequently in class
initiates task

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FORM G

TIME

Suggested/Actual

_____ / _____

GROUP SIZE

_____

TEACHER Mary Jones

POPULATION 3rd grade

DATE April 23, 1981

ACTIVITY TITLE Word Pictures A

STRATEGIES FOR ADAPTING - CHECKLIST AND LOG

Teacher Presentation and Classroom Management

		EXPLANATION OF RECOMMENDATION OR ADAPTATION
	MATERIALS	
	1. ENLARGE PRINT	
	2. REDUCE DISTRACTION ON PAGE	
	3. UTILIZE PICTURES AND ILLUSTRATIONS	
	4. CUT MATERIALS APART	
	5. ENLARGE SPACE IN WHICH STUDENT RESPONDS	
	6. ENLARGE SPACE BETWEEN WORDS AND SENTENCES	
	7. ENLARGE SPACE BETWEEN LINES	
	8. MODIFY VOCABULARY	
K	9. UNDERLINE INFORMATION IN BOOKS	underline information in student book
	10. CUT PAPERS IN HALF	
K	11. PROVIDE MANIPULATIVES	add sensory chart
K	12. TAPE RECORD MATERIALS	reduce number of cards student refers to chart
	13. COLOR CODE MATERIALS	
	14. UTILIZE ARROWS FOR DIRECTIONALITY	
	15. LOCATE INFORMATION BY CODING	
	16. TRACE PICTURES OR SHAPES	
	17. TRACE SHAPES AND LINES	
	18. TRACE WORDS	
	19. CREATE MORE APPEALING MATERIALS THROUGH COLOR	tape record student book
	INSTRUCTIONAL STRATEGIES	
K	1. UTILIZE VARIETY OF TEACHING MODALITIES	refer to chart for sensory word
K	2. CHANGE MODALITY OF MATERIAL	present directions orally, chart, and on tape
K	3. UTILIZE SEVERAL MODALITIES SIMULTANEOUSLY	
	4. PUT SIMILAR TOPICS IN LEARNING CENTER	
	5. DEVELOP METHOD FOR LISTING CONCEPTS	
	6. UTILIZE DIRECTIVE QUESTIONING	
K	7. ENCOURAGE DIVERGENT THINKING	present directions orally and written learner writes responses
K	8. INCREASE REPETITION	
	9. INTEGRATE SUBJECT MATTER	
	10. ELABORATE/EXTEND TASK	
	11. RELATE TO PAST LEARNING	
	12. GO FROM CONCRETE TO ABSTRACT	
	13. ADD CONCRETE DEMONSTRATION	
	14. TEACH TASK VOCABULARY	writes student responses on board repeat activity, directions
	DIRECTIONS	
✓	1. PROVIDE AN EXAMPLE WITH DIRECTIONS	utilize examples of desired responses
	2. SIMPLIFY DIRECTIONS	
K	3. SPECIFY TASK	specify task and response desired
	4. STUDENT REPEATS DIRECTIONS	
K	5. STUDENT REWRITES DIRECTIONS IN OWN WORDS	
	6. CLARIFY EXPECTATIONS	
	MOTIVATION	
	1. PROVIDE REASONS FOR LEARNING	
	2. STUDENT PARTICIPATES IN THE DEVELOPMENT OF TASKS	
	3. UTILIZE STUDENT/TEACHER DEVELOPED GAMES	
	REINFORCEMENT	
K	1. REINFORCE SUCCESSIVE APPROXIMATION OF GOALS	learner records answers as examples for class
K	2. REINFORCE LEARNING	reinforce written and oral responses
K	3. UTILIZE PEER TEACHING	team with student who illustrates (Lou) Mike writes descriptions
K	4. UTILIZE ADULT HELP	learner records peer responses on board
	FEEDBACK	
	1. GIVE IMMEDIATE FEEDBACK AND REINFORCEMENT	pass out blue word cards
	2. PROVIDE FEEDBACK TO PARENTS	give individual help
	3. STUDENT SELF-CORRECTS WORK FOR IMMEDIATE FEEDBACK	

STUDENT RESPONSE

___ 1. RESPOND TO MULTIPLE MODALITIES
___ 2. CHANGE MODE OF RESPONSE

EVALUATION

___ 1. UTILIZE POSITIVE GRADING SYSTEM
___ 2. UTILIZE PROGRESS ASSESSMENT
___ 3. PROVIDE ALTERNATIVE EVALUATION PROCEDURE

COMMENTS

EXPLANATION OF RECOMMENDATION OR ADAPTATION

Experimental Version

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FORM H

Adapted Activity Plan

Teacher's Name Mary Jones
Population 3rd grade
Curriculum Work Pictures
Lesson or Activity A
Date April 23, 1981

Directions for Completing Form H

Part I

1. Complete Form F, Basic Skills Profile, and Form G, Strategies for Adapting - Checklist and Log.
2. List strong or adequate skill areas.
3. List strategies for adapting curriculum for depressed or inadequate areas.
4. List depressed or inadequate skill areas.
5. List strategies for adapting curricula for depressed or inadequate skills.

Part II

6. Formulate and record activity or lesson integrating suggested activities.
7. Utilize this recording as a lesson plan when presenting to an individual or class.
8. Evaluate presentation of lesson or activity through a rating and explanation.
9. Record suggestions for further adaptations or amendments.

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Part I

List strong or adequate skill areas recorded on Form F, Basic Skills Profile.

1. organizes and completes tasks
2. respons to praise
3. reading comprehension (getting the main idea)
4. written expression (writes paragraphs of 3-4 sentences)
5. expresses self orally
6. listens
7. attends to directions and tasks.

List strategies for adapting curriculum recorded on Form G, Strategies for Adapting - Checklist and Log, for strong or adequate skills.

1. learner writes responses
2. reinforce written and oral responses
3. learner records peer responses on board
4. learner responds orally
5. learner tape records answers as examples for class
6. reinforce correct or desired responses
7. team students - one illustrates other writes description

List depressed or inadequate skill areas recorded on Form F, Basic Skills Profile.

1. listening
2. short-term memory
3. difficulty completing tasks (work habits)
4. comprehension skills - remembering details and getting the main idea
5. impulsive
6. withdrawn if frustrated
7. visual and auditory skills in reading
8. manipulating materials
9. sequencing or putting events in a logical order
10. following directions
11. handwriting
12. speech disorder
13. expressing self orally
14. responds infrequently

List strategies for adapting curriculum recorded on Form G, Strategies for Adapting - Checklist and Log, for depressed or inadequate skills.

1. add sensory chart explaining terms
2. reduce number of word cards
3. tape record student book
4. underline information in book
5. write student responses on board
6. present directions orally, on chart, and tape
7. reinforce responses
8. pass out word cards
9. learner responds to sensory chart
10. learner rewrites directions for referral during tasks
11. learner refers to chart illustrating directions
12. learner repeats activity
13. write word cards on board
14. utilize examples of desired responses
15. specify task and response desired
16. record directions and examples for reference
17. learner responds orally
18. learner illustrates responses
19. learner records answers as examples for class
20. provide individual help
21. repeat activity

Formulate and record activity or lesson integrating those strategies for adapting curriculum listed that pertain. Utilize this recording as a lesson plan when presenting this activity to an individual or class.

Objective: The student will verbally describe the sensous connotations of four words he selects.

MATERIAL

Record student book and underlines specific information to be used as a reference.
Make sensory chart explaining terminology and giving examples.
Make direction chart or writes directions on chart.
Record directions for references.

TEACHER PRESENTATION

Discuss concept of sensous qualities referring to chart and siting examples.
Read student book.
Discuss concept presented in book.
Gives directions orally.
Give directions using chart.
Indicate directions are on tape for referral.
Indicate directions may be copied for referral.
Specify task and response.
Take one blue card.
Read word card.
Use directive questioning to illicite response at sensous qualities as an example.
Write response on board.
Illustrate response on board.
Indicate the choice of response (verbal presentation, illustration or written, as an individual or team).
Pass out one blue card.
Illicite individual help.
Reinforce responses, on task behavior and task completion.
Repeat activity.

STUDENT RESPONSE

Repeat directions.
Choose mode of response, verbal presentation, illustration, or written
Refer to sensous chart.
Refer to tape, or written directions.

EVALUATION

Reinforce response, on task behavior, and task completion.

Evaluation of Activity or Lesson

Check rating to indicate the ability of adapted activity to meet the needs of students.

☐ Little or No Use ☐ Moderately Useful ☒ Very Useful

Explain the ability of the adapted activity to meet students needs.

Presenting directions and examples in various channels of learning aided students with difficulty following directions. Allowing students to choose mode of response required a strict structure. Students handled the responsibility and were excited about the opportunity to choose.

Suggestions for further or amended activities.

Write directions and extended activities on 3" x 5" card for reference in learning center.

APPENDIX 3

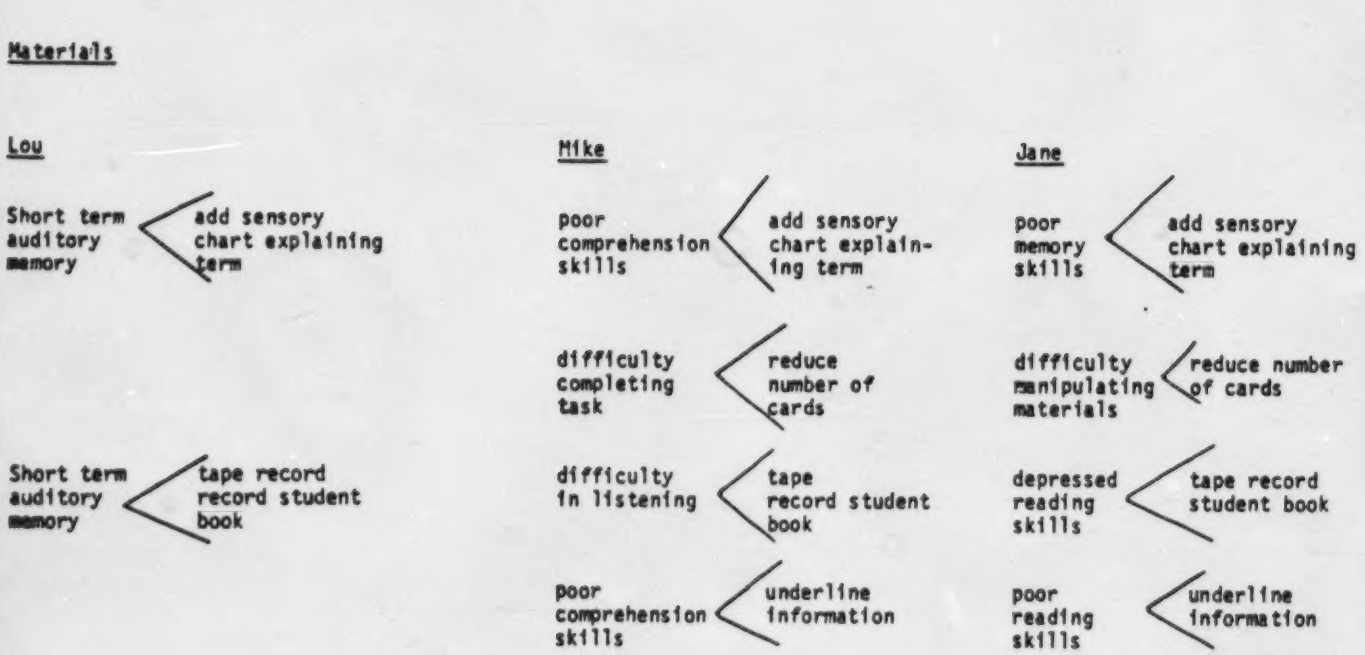
Diagram - Relationship of Strategies to a Variety of Student Basic Skills Deficits

The purpose of this illustration is to demonstrate the relationship of similar interventions to a variety of student deficits.

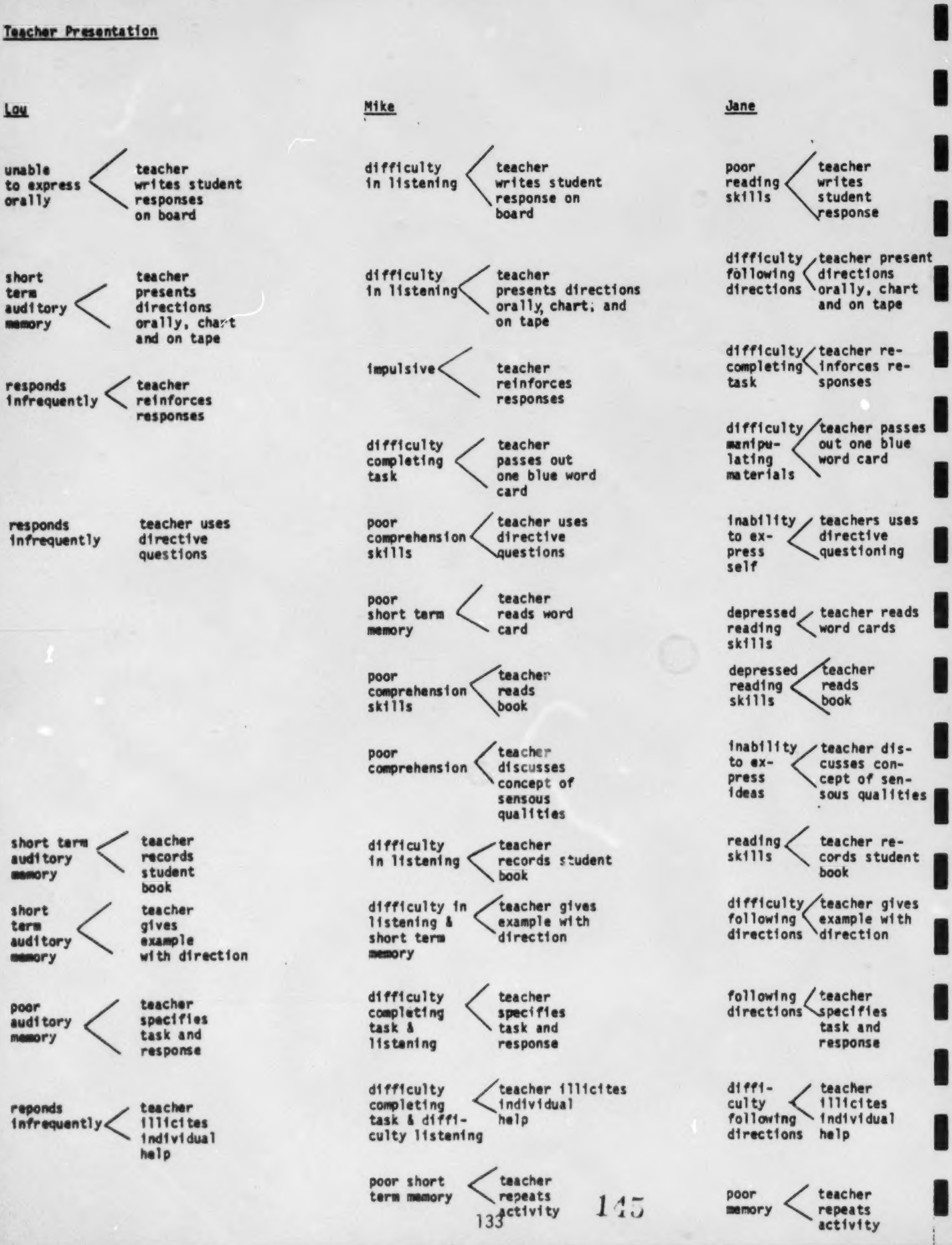
Once the teacher becomes familiar with the process, realization of the application of similar strategies for several students' needs will become apparent. This process should begin to help teachers to approach student's individual strengths and weaknesses rather than to categorize students only by handicapping conditions. Classroom teachers with mainstreamed students may also see the application of some of their strategies for general classroom use.

Appendix 3

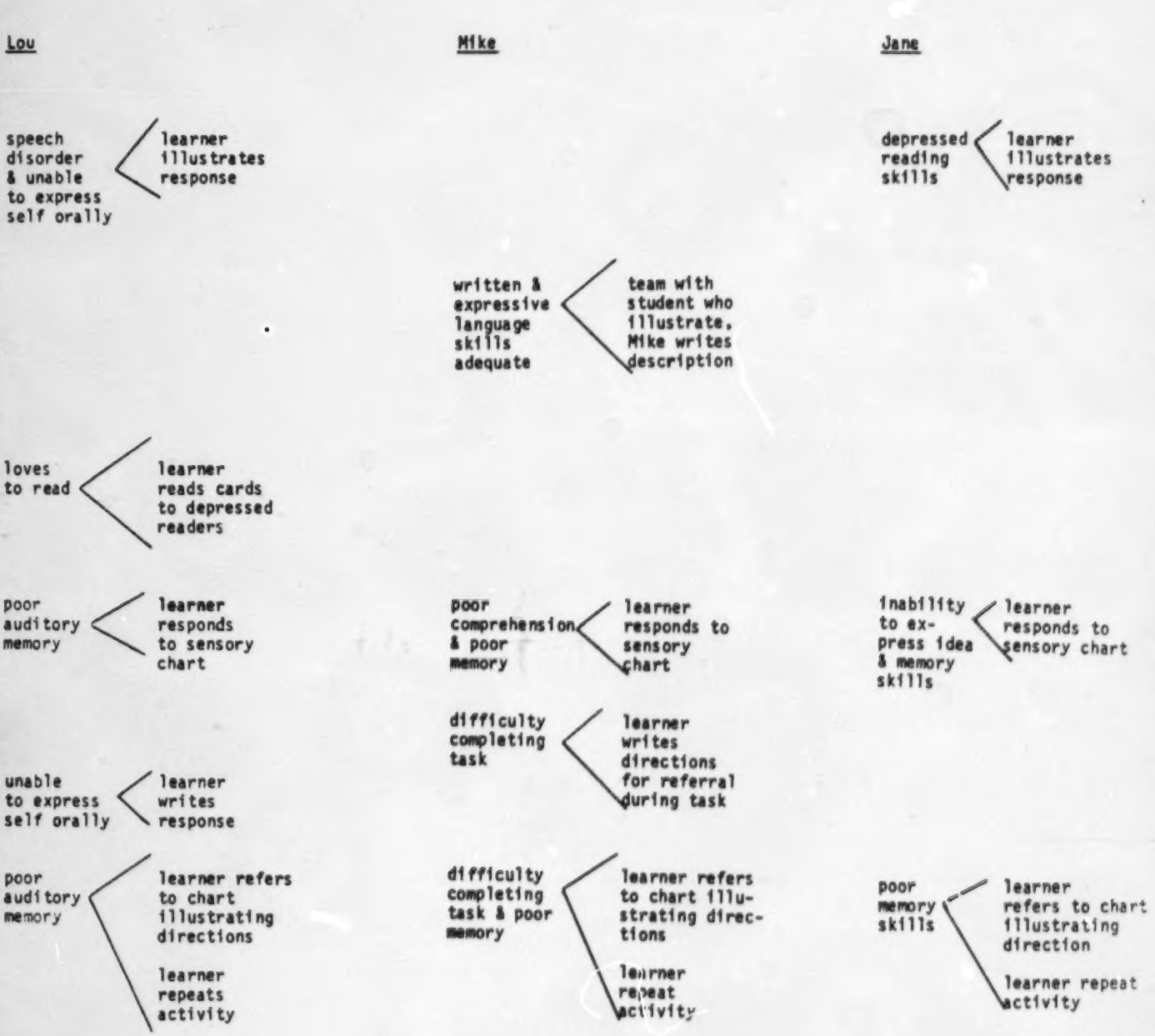
Relationship of Strategies to a Variety of Student Basic Skills Deficits



Teacher Presentation



Student Response


Lou
Mike
Jane
speech disorder & unable to express self orally
learner illustrates response
depressed reading skills
learner illustrates response
written & expressive language skills adequate
team with student who illustrate, Mike writes description
loves to read
learner reads cards to depressed readers
poor auditory memory
learner responds to sensory chart
poor comprehension & poor memory
learner responds to sensory chart
inability to express idea & memory skills
learner responds to sensory chart
difficulty completing task
learner writes directions for referral during task
unable to express self orally
learner writes response
poor auditory memory
learner refers to chart illustrating directions
learner repeats activity
difficulty completing task & poor memory
learner refers to chart illustrating directions
learner repeat activity
poor memory skills
learner refers to chart illustrating direction
learner repeat activity

APPENDIX 4

Samples of Completed Forms for a Language Arts Activity

The students represent three mainstreamed students in a regular third grade classroom.

Form F - A consolidation of the three individual profiles from Appendix 1 to reflect total strengths and weaknesses of students with special needs. The number three is arbitrary. The information on this form could represent any number of students.

Form G - A consolidation of adaptations for the three individual Logs Appendix 1.

Form H - Part I. Forms F and G would be shared at the synthesis meeting where discussion, review, and recommendations for refinement would take place resulting in the integration of information as it appears on Part I of Form H.

Form H - Part II. Part II becomes the adapted activity, which is now ready for implementation and evaluation.

FORM F

BASIC SKILLS PROFILE

Identify strong or adequate skill areas with +

Identify depressed or inadequate skill areas with -
as an overview and instructional plan for intervention.

I. ORAL AND WRITTEN COMMUNICATION *(Overlaps Reading, Language Arts, Mathematics and Art Skills)*

VISUAL PERCEPTION (Vis. Per.)

___ 1. DISCRIMINATE CONSTANCY OF FORM
___ 2. PERCEIVE OBJECTS IN FOREGROUND AND BACKGROUND AND TO MEANINGFULLY SEPARATE THEM
___ 3. PERCEIVE AN OBJECT IN RELATION TO THE OBSERVER
___ 4. COORDINATE VISION AND MOVEMENTS OF THE BODY
___ 5. TRACKING

VISUAL SKILLS FOR READING (Vis. Sks. Rd.)

___ 1. DISCRIMINATE COLOR
___ 2. DISCRIMINATE SIZES AND SHAPES
___ 3. DISCRIMINATE LETTERS
___ 4. DISCRIMINATE THE DIRECTIONALITY OF LETTERS
___ 5. REMEMBER LETTER NAMES AND WORDS
___ 6. REMEMBER PARTICULAR WORDS LEARNED MAINLY BY SIGHT
___ 7. RECOGNIZE STRUCTURAL PARTS OF WORDS

READING COMPREHENSION (Rd. Comp.)

-± 1. READ TO GET THE MAIN IDEA
___ 2. REMEMBER SPECIFIC DETAILS

AUDITORY PERCEPTION (Aud. Per.)

+ ___ 1. LISTEN
___ 2. DISCRIMINATE SOUNDS
___ 3. PERCEIVE SOUND AT VARIOUS DISTANCES AND MEANINGFULLY SEPARATE THEM
___ 4. PERCEIVE AND RECOGNIZE SOUNDS (CONSONANTS, BLENDS, VOWELS)
___ 5. COMPREHEND WORDS (NOUNS, VERBS, ADJECTIVES, ADVERBS)
___ 6. COMPREHEND SENTENCES (DIRECTION, FUNCTION WORDS, PREPOSITIONS, CONNECTORS, QUESTION MARKS, HELPING WORDS)

AUDITORY SKILLS IN READING (Aud. Sks. Rd.)

___ 1. DISCRIMINATE AMONG LETTER SOUNDS
___ 2. DISCRIMINATE INITIAL AND FINAL LETTER SOUNDS
___ 3. BLEND SOUNDS
___ 4. REMEMBER THE SOUNDS OF LETTER AND WORDS

INNER LANGUAGE (In. Lang.)

___ 1. CREATE IMAGERY FOR SOUNDS, WORDS, CONCEPTS, ETC.
___ 2. DEMONSTRATE LOGICAL THINKING SKILLS

RECEPTIVE LANGUAGE (Rec. Lang.)

___ 1. PERCEIVE AUDITORY SPEECH SOUNDS AND INTENSITIES
___ 2. COMPREHEND CONCRETE AND ABSTRACT WORDS
___ 3. COMPREHEND THE LINGUISTIC STRUCTURE OF SENTENCES
___ 4. FOLLOW DIRECTIONS
___ 5. LISTEN CRITICALLY AND MAKE JUDGMENTS

EXPRESSIVE LANGUAGE (Ex. Lang.)

___ 1. IMITATE VARIOUS SPEECH SOUNDS
___ 2. PRODUCE VARIOUS SPEECH SOUNDS AND INTENSITIES
___ 3. IMITATE WORDS AND SENTENCES
___ 4. FORMULATE WORDS AND SENTENCES
___ 5. USE CORRECT GRAMMATICAL AND STRUCTURAL LANGUAGE PATTERNS
+ ___ 6. EXHIBIT SPOKEN LANGUAGE
___ 7. ANSWER VERBAL QUESTIONS

WRITTEN EXPRESSION (Wr. Ex.)

-+ 1. DEMONSTRATE ABUNDANT EXPRESSIVE EXPERIENCES
-± 2. COMPREHEND AND USE CORRECT SYNTACTICAL AND GRAMMATICAL PATTERNS

SPELLING (Sp.)

___ 1. REMEMBER THE FORM OF LETTERS
___ 2. REMEMBER THE SEQUENCE AND RULE FOR PARTICULAR WORDS

HANDWRITING (Hdwr.)

___ 1. MANIPULATE WRITING UTENSIL
___ 2. DEMONSTRATE MANUSCRIPT WRITING
___ 3. DEMONSTRATE CURSIVE WRITING
___ 4. POSITION PAPER, HAND, AND POSTURE

MEMORY (Mem.)

___ 1. ROTE
___ 2. SHORT TERM
___ 3. LONG TERM
___ 4. SEQUENTIAL

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II. ARTS *(Overlaps Oral and Written Communications/ Reading/Math)*

MOTOR (Mtr.)

___ 1. DEMONSTRATE GROSS MOTOR SKILLS
___ 2. DEMONSTRATE HEAD CONTROL
___ 3. MAINTAIN SITTING BALANCE
___ 4. DEMONSTRATE ARM CONTROL
___ 5. UTILIZE ASSISTIVE DEVICES
___ 6. CRAWL
___ 7. STAND
___ 8. WALK
___ 9. EXHIBIT REFLEX RESPONSE
___ 10. UTILIZE RESPONSE MODE
___ 11. MAINTAIN BALANCE; MOVE RYTHMICALLY
___ 12. DEMONSTRATE BODY IMAGE AND AWARENESS
___ 13. DEMONSTRATE LATERAL CONSISTENCY IN BODY ORIENTATION
___ 14. MAINTAIN DIRECTIONAL ORIENTATION
___ 15. DEMONSTRATE FINE MOTOR SKILLS

PERCEPTION (Per.)

___ 1. PART - WHOLE RELATIONSHIPS
___ 2. DISCRIMINATE OBJECTS OR SOUNDS
___ 3. SPATIAL RELATIONSHIP
___ 4. FIGURE - GROUND
___ 5. CLOSURE

III. MATH *(Overlaps Reading/Arts)*
ARITHMETIC READINESS (Ar. Red.)

___ 1. DISCRIMINATE DIFFERENT SIZES, SHAPES, AND QUANTITIES
___ 2. DEMONSTRATE ONE-TO-ONE CORRESPONDENCE
___ 3. COUNT MEANINGFULLY
___ 4. ORDER NUMBER NAMES AND SETS

COMPUTATION (Comp.)

___ 1. IDENTIFY PLACE VALUE
___ 2. ADD, SUBTRACT, MULTIPLY, AND DIVIDE
___ 3. INTERPRET FRACTIONS
___ 4. TELL TIME
___ 5. COMPREHEND MONETARY VALUE

PROBLEM SOLVING (Prob. Solv.)

___ 1. INTERPRET LANGUAGE
___ 2. REASON AND ANALYZE SKILLS IN READING STORY PROBLEMS

IV. BEHAVIORAL (Beh.)

___ 1. COOPERATE
± 2. DEMONSTRATE MOTIVATION
± 3. RESPOND TO PRAISE
___ 4. RESPOND TO DISCIPLINE OR CONSEQUENCES
± 5. RELATE TO PEERS
± 6. RELATE TO ADULTS
___ 7. DEPEND ON SELF
+ — 8. ATTEND
— 9. DEMONSTRATE SELF-CONTROL
— 10. CONTROL FRUSTRATION
___ 11. FOLLOW DIRECTION
— ± 12. UTILIZE WORK HABITS
— 13. MAINTAIN SELF-CONCEPT

V. OTHER

— responds infrequently in class
± initiates task

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TIME

Suggested/Actual

_____ / _____

GROUP SIZE

_____

TEACHER Mary Jones

POPULATION 3rd grade

DATE Sept. 1980

ACTIVITY TITLE Story writing

STRATEGIES FOR ADAPTING - CHECKLIST AND LOG

Teacher Presentation and Classroom Management

	EXPLANATION OF RECOMMENDATION OR ADAPTATION
MATERIALS	
__ 1. ENLARGE PRINT	
__ 2. REDUCE DISTRACTION ON PAGE	
X 3. UTILIZE PICTURES AND ILLUSTRATIONS	present pictures from story read by teacher in sequencial order
__ 4. CUT MATERIALS APART	
__ 5. ENLARGE SPACE IN WHICH STUDENT RESPONDS	
__ 6. ENLARGE SPACE BETWEEN WORDS AND SENTENCES	
__ 7. ENLARGE SPACE BETWEEN LINES	
__ 8. MODIFY VOCABULARY	
__ 9. UNDERLINE INFORMATION IN BOOKS	
__ 10. CUT PAPERS IN HALF	
__ 11. PROVIDE MANIPULATIVES	
__ 12. TAPE RECORD MATERIALS	
__ 13. COLOR CODE MATERIALS	
__ 14. UTILIZE ARROWS FOR DIRECTIONALITY	
__ 15. LOCATE INFORMATION BY CODING	
__ 16. TRACE PICTURES OR SHAPES	
__ 17. TRACE SHAPES AND LINES	
__ 18. TRACE WORDS	
__ 19. CREATE MORE APPEALING MATERIALS THROUGH COLOR	
INSTRUCTIONAL STRATEGIES	
X 1. UTILIZE VARIETY OF TEACHING MODALITIES	
X 2. CHANGE MODALITY OF MATERIAL	learner dictate story to teacher or peer write on line directly under dictated story
__ 3. UTILIZE SEVERAL MODALITIES SIMULTANEOUSLY	
__ 4. PUT SIMILAR TOPICS IN LEARNING CENTER	
X 5. DEVELOP METHOD FOR LISTING CONCEPTS	putline story using key words -character -plot -event
X 6. UTILIZE DIRECTIVE QUESTIONING	
X 7. ENCOURAGE DIVERGENT THINKING	draw pictures as outline, writes sentences for pictures
X 8. INCREASE REPETITION	
X 9. INTEGRATE SUBJECT MATTER	provide stimulus questions: who did it? what happened next?
X 10. ELABORATE/EXTEND TASK	repeat activity
__ 11. RELATE TO PAST LEARNING	
__ 12. GO FROM CONCRETE TO ABSTRACT	
X 13. ADD CONCRETE DEMONSTRATION	record stories by self or peers for reference or leisure time activity
__ 14. TEACH TASK VOCABULARY	
DIRECTIONS	
X 1. PROVIDE AN EXAMPLE WITH DIRECTIONS	experimental activity, perform activity, utilize cartoons or pictures as a visual stimulus
X 2. SIMPLIFY DIRECTIONS	
X 3. SPECIFY TASK	write directions on chart with visual clues
__ 4. STUDENT REPEATS DIRECTIONS	
__ 5. STUDENT REWRITES DIRECTIONS IN OWN WORDS	provide directions on sheet of paper tape record directions for reference - present directions orally, while referring to chart
__ 6. CLARIFY EXPECTATIONS	
MOTIVATION	
__ 1. PROVIDE REASONS FOR LEARNING	indicate time limit, structure activity
__ 2. STUDENT PARTICIPATES IN THE DEVELOPMENT OF TASKS	
__ 3. UTILIZE STUDENT/TEACHER DEVELOPED GAMES	verbal reinforcement
REINFORCEMENT	
X 1. REINFORCE SUCCESSIVE APPROXIMATION OF GOALS	learner outlines story for peer
X 2. REINFORCE LEARNING	write word on board student has difficulty
X 3. UTILIZE PEER TEACHING	utilize Fernard method for word recognitio and spelling
X 4. UTILIZE ADULT HELP	
FEEDBACK	
__ 1. GIVE IMMEDIATE FEEDBACK AND REINFORCEMENT	
__ 2. PROVIDE FEEDBACK TO PARENTS	
__ 3. STUDENT SELF-CORRECTS WORK FOR IMMEDIATE FEEDBACK	

STRATEGIES FOR ADAPTING - CHECKLIST AND LOG

STUDENT RESPONSE

- [x] 1. RESPOND TO MULTIPLE MODALITIES
- [x] 2. CHANGE MODE OF RESPONSE

EVALUATION

- [ ] 1. UTILIZE POSITIVE GRADING SYSTEM
- [ ] 2. UTILIZE PROGRESS ASSESSMENT
- [ ] 3. PROVIDE ALTERNATIVE EVALUATION PROCEDURE

COMMENTS

EXPLANATION OF RECOMMENDATION OR ADAPTATION

-tape story

-present story orally to class or teacher

-dictate story to teacher or peer
write on line directly under dictated story

Experimental Version

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FORM H

Adapted Activity Plan

Teacher's Name Mary Jones
Population 3rd grade
Curriculum Language Arts
Lesson or Activity Story Writing
Date Sept, 1980

Directions for Completing Form H

Part I

1. Complete Form F, Basic Skills Profile, and Form G, Strategies for Adapting - Checklist and Log.

2. List strong or adequate skill areas.

3. List strategies for adapting curriculum for depressed or inadequate areas.

4. List depressed or inadequate skill areas.

5. List strategies for adapting curricula for depressed or inadequate skills.

Part II

6. Formulate and record activity or lesson integrating suggested activities.

7. Utilize this recording as a lesson plan when presenting to an individual or class.

8. Evaluate presentation of lesson or activity through a rating and explanation.

9. Record suggestions for further adaptations or amendments.

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Part I

List strong or adequate skill areas recorded on Form F, Basic Skills Profile.

1. organizes and completes task
2. responds to priase
3. reading comprehension (getting the main idea)
4. written expression (writes paragraphs of 3-4 sentences)
5. expresses self-orally
6. listens
7. attends to directions and tasks
8. motivated to learn
9. initiates tasks

List strategies for adapting curriculum recorded on Form G, Strategies for Adapting - Checklist and Log, for strong or adequate skills.

1. learner writes story dictated by peer who then copies it on line directly under story
2. tape stories written by self or peers as a reference or leisure time activity
3. reinforce correct or desired responses
4. tape record story or present orally to class or teacher
5. learner outlines story by peer

List depressed or inadequate skill areas recorded on Form F, Basic Skills Profile.

1. listening
2. short-term memory
3. difficulty completing tasks (work habits)
4. comprehension skills (remembering details) and getting the main idea
5. impulsive
6. withdrawn
7. visual and auditory skills in reading
8. manipulating materials
9. sequencing or putting events in logical order
10. following directions
11. handwriting
12. speech disorder
13. expressing self orally
14. responds infrequently

List strategies for adapting curriculum recorded on Form G, Strategies for Adapting - Checklist and Log, for depressed or inadequate skills.

1. present pictures from story or adequate skills
2. repeat activity
3. perform activity as a concrete demonstration
4. utilize cartoons or pictures as a visual stimulus to initiate idea for story
5. provide stimulus questions for plot Who did it? What happened next?
6. outline story using key words - character, plot, event
7. draws pictures as outline, writes sentences for pictures
8. indicate time limit
9. structure activity procedure
10. write directions on chart with visual clues
11. provide directions on written sheet of paper
12. tape record directions for reference
13. learner tapes story
14. learner presents story orally to class or teacher
15. write word on board for student who has difficulty spelling
16. utilize Fernald method for word recognition and spelling

Formulate and record activity or lesson integrating those strategies for adapting curriculum listed that pertain. Utilize this recording as a lesson plan when presenting this activity to an individual or class.

Objective: The student will write a story of four sentences in a logical, sequencial order.

Material

Make directions chart utilizing visual clues.
Tape record directions.
Write directions on paper for individual learner.
Illustrate story with four pictures in sequencial order with a sentence written below each picture.

Teacher Presentation

Discuss objective of activity.
Read story to students.
Present pictures illustrating order of the story.
Read sentences orally retelling story read.
Write sentence under each picture explaining event in story.
Give directions orally.
Give directions orally utilizing chart.
Pass out directions on paper for reference.
Indicate directions on tape for referral.
Specify task and response.
Indicate time limit for story.
Structure time for each activity, (draw picture; write sentences; write story)
Provide stimulus pictures for learner having difficulty conceptualizing a story.
Provide pictures covered with contact paper for student to write sentences, for learner with difficulty drawing.
Provide individual help such as, utilize stimulus questions; assist in making an outline; write word on board learner has difficulty writing.
Indicate choice of response, oral presentation; written story; illustrate with sentence in each picture.
Reinforce responses.

Student Response

Repeat directions orally.
Draw four pictures as an outline for story.
Write sentences in each picture.
Copy sentences on handwriting paper in a story form.
Choose made up response, (tape story; dictate story and copy; oral presentation; write story without illustration).
Refer to directions on chart, tape or written directions on paper.
Provide peer assistance, (recording story; writing story dictated).

Evaluation

Reinforce responses, on task behavior, and task completion.

Evaluation of Activity or Lesson

Check rating to indicate the ability of adapted activity to meet the needs of students.

☐ Little or No Use ☒ Moderately Useful ☐ Very Useful

Explain the ability of the adapted activity to meet students needs.

Although this is the first attempt of students to write a story, the finished stories were better than first stories of previous years. Students had difficulty dealing with options. Students stated they had not had choices before and were not familiar with the procedure for choosing an alternative.

Suggestions for further or amended activities.

Initiate a firm procedure for choosing alternatives such as not needing teacher approval for choice.

Begin a spelling file for reference in learning center.

Begin individual spelling dictionaries incorporating new words and a definition.

APPENDIX 5

List of Technical Memoranda

This is a description of individual memoranda which describe each step of the three-year study and development of the process and supplementary guides. Copies of individual memoranda are available through CEMREL.

TECHNICAL MEMORANDA*

Jerome Davis, Jerilynn Changar, Donald Miller, Dennis Verity, with assistance from Michael Edenhart-Pepe. Technical Memorandum #SE-01. "Access to Learning for Handicapped Children: A Research Based Methodology for Adaptation of Existing Arts Curricula (Plans of a project supported by the Bureau of Education for the Handicapped, USOE/DHEW Grant #G007801847)." St. Louis: CEMREL, Inc., Special Education Group, 1978.

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*Contributing authors appear alphabetically.

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Jerilynn Changar, Jerome Davis, Michael Edenhart-Pepe, Susanne Harvath, Donald Miller, Richard Wolfe. Technical Memorandum #SE-10. "Design of Experiment I." St. Louis: CEMREL, Inc., Special Education Group, 1979.

Jerilynn Changar, Jerome Davis, Michael Edenhart-Pepe, Susanne Harvath, Donald Miller, Richard Wolfe. Technical Memorandum #SE-11. "Adaptation Assessment Inventory: Test Version, Phase I, 1979." St. Louis: CEMREL, Inc., Special Education Group, 1979.

Jerilynn Changar, Jerome Davis, Michael Edenhart-Pepe, Susanne Harvath, Donald Miller, Richard Wolfe. Technical Memorandum #SE-12. "Design of Experiment II." St. Louis: CEMREL, Inc., Special Education Group, 1979.

Jerilynn Changar, Jerome Davis, Michael Edenhart-Pepe, Susanne Harvath, Donald Miller, Richard Wolfe. Technical Memorandum #SE-13. "Coding Specifications for Year 1 Data, Part I Quantitative Responses." St. Louis; CEMREL, Inc., Special Education Group, 1979.

Jerilynn Changar, Jerome Davis, Michael Edenhart-Pepe, Susanne Harvath, Donald Miller, Richard Wolfe. Technical Memorandum #SE-14. "Coding Specifications for Year 1 Data, Part II Qualitative Responses. St. Louis: CEMREL, Inc., Special Education Group, 1979.

Michael Edenhart-Pepe. Technical Memorandum #SE-15. "Preliminary Programming and Data Analysis of Part I, Quantitative Responses." St. Louis: CEMREL, Inc., Special Education Group, 1979.

Jerilynn Changar, Jerome Davis, Michael Edenhart-Pepe, Susanne Harvath, Donald Miller. Technical Memorandum #SE-16. "Findings of Year I: Preliminary Analysis of Part I (Quantitative Data)." St. Louis: CEMREL, Inc., Special Education Group, 1979.

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